THIRTEENTH ANNUAL CATALOGUE

OF THE

NORTH CAROLINA

State Normal and Industrial

College

GREENSBORO, N. C.

1904-1905

GREENSBORO, N. C.:
CHAS. G. HARRISON PRINTING COMPANY
1905

Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator himself, to become the principal agent in the development of her child; * * * and what is demanded of her is—a thinking love.

—PESTALOZZI.

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1905

January

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COLLEGE CALENDAR

1905-1906

1905—**September 21.** Thursday—

Registration.
Entrance Examinations.

September 22. Friday—

Entrance examinations.
Examinations for Advanced Classes.

September 23. Saturday—

Entrance Examinations.
Examinations for Advanced Classes.

November 30. Thanksgiving Day—Holiday.

Christmas. Recess from December 22 to January 2, inclusive.

1906—**January 29.** Monday—Spring Term begins.

May 27, 28, 29. Sunday, Monday, and Tuesday. Commencement Exercises.

BOARD OF DIRECTORS

B. F. AYCOCK.....Wayne County
T. B. BAILEY.....Davie County
A. J. CONNER.....Northampton County
S. M. GATTIS.....Orange County
R. T. GRAY.....Wake County
J. Y. JOYNER.....Guilford County
C. H. MEBANE.....Catawba County
J. D. MURPHY.....Buncombe County
J. L. NELSON.....Caldwell County
J. F. POST, Jr.....New Hanover County
W. P. SHAW.....Hertford County

OFFICERS OF THE BOARD

J. Y. JOYNER, Ex-officio President.
A. J. CONNER, Secretary.
E. J. FORNEY, Treasurer.

EXECUTIVE COMMITTEE

S. M. GATTIS, Chairman.
R. T. GRAY,
J. D. MURPHY.
J. Y. JOYNER.

FACULTY

CHARLES D. McIVER, LL. D.

Civics.

JULIUS I. FOUST, Ph. B.

Pedg ogics.

WILLIAM C. SMITH, Ph. B.

History.

ANNA LEWIS,
NELLIE ASHBURN BOND, Assistant
JULIA DAMERON, Assistant
CHRISTINA M. SNYDER, A. B., Assistant

English.

GERTRUDE W. MENDENHALL, B. S.
HENRYANNA C. HACKNEY, Assistant

Mathematics.

DIXIE LEE BRYANT, Ph. D.
T. GILBERT PEARSON, B. S.
NETTIE LEETE PARKER, Assistant

Geology, Biology, Physical Geography, and Botany.

ANNA M. GOVE, M. D.,
CLEONE E. HOBBS, Assistant

Physiology and Hygiene.

WILLIAM C. A. HAMMEL
JULIA M. RAINES, Assistant

Physics and Manual Training.

MARY M. PETTY, B. S.

Chemistry.

MARY SETTLE SHARPE

Reading, Elocution, and History.

VIOLA BODDIE
MARY TAYLOR MOORE, Assistant

Latin.

NENA MORROW

French and Spanish.

BERTHA M. LEE
German.

CLARENCE R. BROWN
Vocal Culture.

LAURA L. BROCKMANN
Piano and Harmony.

MYRA ALDERMAN ALBRIGHT
JULIA HAMLIN
Piano.

CHARLES J. BROCKMANN
Stringed Instruments and Piano.

MELVILLE VINCENT FORT
Industrial Art.

MINNIE L. JAMISON
ELIZABETH WATERS
Domestic Science and Art.

E. J. FORNEY
Commercial Department.

SUPERVISING TEACHERS OF TRAINING SCHOOL

J. I. FOUST
W. H. SWIFT
LEAH D. JONES
NETTIE MARVIN ALLEN
IOLA V. EXUM
ANNIE BELLE HOYLE
ANNIE W. WILEY
JULIA M. RAINES

ASSISTANTS TO SUPERVISING TEACHERS

BESSIE CROWELL
NATHALIE SMITH
KATE FINLEY
JOSEPHINE RAINEY

OFFICERS OF THE INSTITUTION

CHARLES D. McIVER
President.

JULIUS I. FOUST
Dean.

SUE MAY KIRKLAND
Lady Principal.

ANNA M. GOVE
Physician.

CLEONE E. HOBBS
Trained Nurse.

MARY H. NUNNALLY
Trained Nurse.

MRS. CLARA A. DAVIS
Matron.

MARGARET FERGUSON
Assistant Matron.

E. J. FORNEY
Bursar.

LAURA H. COIT
Secretary.

NETTIE LEETE PARKER
Registrar.

MAMIE G. BANNER
Stenographer.

ANNIE F. PETTY
Librarian.

BESSIE DANIEL
Assistant Librarian.

IMPORTANT DIRECTIONS

1. The attention of the student is called to the College calendar. *See page five of this catalogue.* All students are urged to be present on the first day.

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on "Requirements for Admission." *See page 38 of this catalogue.*

4. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels, and six table napkins; one spoon, knife, and glass for individual use in her room. *Only single beds are used.* Students who board in private families are expected to bring two pairs of sheets, one pair of blankets, one counterpane, towels, and table napkins.

5. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.

THE
State Normal and Industrial
COLLEGE

HISTORY OF ITS ESTABLISHMENT

By act of the General Assembly of 1891, The North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions, and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution. But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, but failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, Agent of the Peabody Fund, appeared

before the General Assembly and made an earnest and powerful plea for a Normal College, and through him the Peabody Fund has annually given substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing The Normal and Industrial College was passed, and an annual appropriation made for its maintenance. The management of the institution was placed in the hands of a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio,* an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place, where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was $30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits of Greensboro, and donated by Messrs. R. S. Pullen, R. T. Gray, and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" at "low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. In 1888 the Agricultural and Mechanical

College, also for young men, was established under State auspices, and by the aid of the State and the general government. But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that The Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculty are paid by State appropriations, or by incomes from endowment funds. The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the Act establishing it. It is as follows:

"SECTION 5. *The object of this Institution shall be* (1) *to give to young women such education as shall fit them for teaching;* (2) *to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.*"

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct depart-

ments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department.
3. The Domestic Science Department.

NORMAL DEPARTMENT

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make this its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Science, Manual Training, Ancient and Modern Languages, Industrial Art, Vocal Music, and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal

normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into The Normal and Industrial College, the State would not, and should not, under present conditions, support an institution for that small number.

Probably the majority of the graduates in the State do not expect to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts.

Those who have been in better financial circumstances, and who desired to become teachers, have been confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

COMMERCIAL DEPARTMENT

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT

The authorities of the Institution recognized the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not be-

cause it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking, Sewing, Cutting and Fitting, Care of the Sick, and General Household Economy.

SPECIAL DEPARTMENTS

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Voice Culture—including Vocal Music, Reading, and Elocution.

2. Physical Culture—including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs, and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art—including Form-Study and Free-Hand Drawing, Architectural and Mechanical Drawing, Wood Carving, Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing, and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these subjects.

4. Instrumental Music—including Pianoforte, Violin, and the other Stringed and Orchestral Instruments. For charges in this department, see Department of Instrumental Music.

Courses of Instruction

PEDAGOGY

JULIUS I. FOUST

Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

COURSES OF STUDY

Course I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's Empirical Psychology.

Course II.—(a) History of Education—Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories, Williams' History of Modern Education, etc.; (b) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and Works by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

Course III.—(a) Science and Art of Education—Rein's Outlines of Pedagogy, McMurry's Method of the Recitation;

(b) Special study of methods of teaching the subjects ordinarily taught in the public schools—McMurry's and other books on special method are read; (c) Teaching in the training school under the direction and criticism of the head of the department and the supervising teachers; (d) Experiments with small classes in special subjects.

Course IV.—Brief course in principles and methods of teaching, discipline, and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of Courses I, II, and III. McMurry's books on special method are used as texts. Members of this class give as much time to the training school as can be arranged for.

Courses I and II come regularly in the Junior year, and Course III in the Senior. Course IV will in no case be taken as a substitute for Courses I, II, or III.

Graduate Courses.—These courses are open to all graduates of this College, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to undertake the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of school-room work than can be gained through the undergraduate courses.

Special work is offered in Reading, Arithmetic, and Elementary Geometry, History, Elementary Science, English, Geography, and the general subject of primary teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting five hours a week, for reading and lectures on the Philosophy of Education. Among the books read and discussed are Lange's Apperception, Joseph Payne's Lectures on Education, Davis' Inductive Logic, Dorpfield's Thought and Memory, DeGuimps' Life and Works of Pestalozzi, Froebel's Education of Man, McMurry's Course of Study, in eight grades, and Mace's Method in History.

TRAINING SCHOOL FOR TEACHERS

JULIUS I. FOUST
W. H. SWIFT
LEAH D. JONES
NETTIE MARVIN ALLEN
IOLA V. EXUM
ANNIE W. WILEY
ANNIE BELLE HOYLE
JULIA M. RAINES
BESSIE CROWELL, *Assistant*
NATHALIE SMITH, *Assistant*
KATE FINLEY, *Assistant*
JOSEPHINE RAINEY, *Assistant*

"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual school-room work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The Training School contains eight classes with a total of over three hundred children. The daily sessions are from 8.45 to 2,30, five days in the week. Most of the regular teaching is done by students from the College, under the direction and supervision of supervising teachers and the head of the department. All members of the Senior class receiving free tuition and all special students of pedagogics are required to teach a period a day through the entire year. Some others are permitted, by special arrangements, to teach or to observe the work done in the school.

CORRESPONDENCE COURSE

In order to extend the influence of the College, and that it may be especially helpful to the teachers, and through them, to the schools of the State, the following correspondence courses are offered in the history, science, and art of education. These courses cover substantially the same ground as the similar course in the College. Students will

be directed and aided in their studies by means of printed or written suggestions, and outlines of study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

Course I.—Educational Psychology and Child Study.

Course II.—History of Education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics, and a study of the lives of educational reformers.

Course III.—Science and Art of Education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods; discipline, organization, and management of schools.

Course IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course (IV) is intended for graduates of this College and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

ENGLISH

Anna Lewis
Nellie Ashburn Bond
Julia Dameron
Christina M. Snyder

The course in English embraces five years. Masterpieces of prose and poetry are studied each year. From a careful study and analysis of these, under the direction of the teacher, it is sought to lead the student to discover the secret of their power, and to observe and to learn from these concrete examples, the laws of literary art. Theme-writing, based upon and supplementary to this study of literary models, is required of every student in every class.

Beginning with masterpieces of the simplest forms of narrative and descriptive prose and poetry, the

course is arranged with a view to enabling the student to advance step by step to the study of more complex and difficult forms, and thus to work out for herself, inductively, the essential laws of literary structure, style, and art. This analytical study of the masterpieces of literature is supplemented by a parallel progressive course in English composition, commencing with the simplest forms of prose writing and concluding with the more complex forms.

FOR UNDERGRADUATES

The work here outlined is that hitherto given. The equivalent of Course I is now required for admission to the College. Course II will constitute the work of the Freshman Class.

Miss Bond.

Course I.—Four periods a week. A brief review of the essentials of English Grammar and the laws of sentence structure. Exercises in letter writing, dictation, reproduction of short stories, etc., with special attention to sentence structure, capitalization, and punctuation. Study of certain masterpieces of Irving, Hawthorne, and other prose writers of this century. Readings from Bryant, Whittier, Longfellow, and Lowell. Principles and laws of Narration and Description. Frequent practice in writing narrative and descriptive essays.

Miss Dameron.

Course II.—Three periods a week. The work consists of Theme-writing, accompanied by study of the principles of structure, both in the form of theory and as exemplified in specimens of literary excellence. Franklin's Autobiography, Silas Marner, and a few essays are read.

Miss Lewis.

Course III.—Three periods a week. In this course are read Shakespeare's Merchant of Venice and Mac-

beth, several of Tennyson's Idylls of the King, and various short poems. In connection with this reading a brief inductive study is made of the laws of dramatic, epic, and lyric poetry and of the elements of poetic form. Themes, based chiefly on the work in literature, are required frequently and regularly.

* * * * * *

Course IV.—Three periods a week. The work is a continuation of that done in the earlier years, the whole being designed to form a progressive course in English composition and literature. The study of rhetorical principles is supplemented by a systematic analysis of several pieces of modern English prose. Macaulay, Carlyle, and Stevenson are among the authors studied. Theme-writing is required.

FOR GRADUATES

Miss Lewis.

Literary Study of the Bible.—Three periods a week. A study of certain representative books of the Bible as part of the world's great literature. Influence of Biblical diction, structure, and style upon our modern poetry.

Required of graduate students who are candidates for a degree.

READING AND ELOCUTION

Mary Settle Sharpe

The department is designed to produce good readers, and to excite within the students an admiration for the highest, noblest models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

1. Physiology of the voice-producing organs, Exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring.

2. Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

3. Principles of gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American literature.

HISTORY

William C. Smith
Mary Settle Sharpe

Applicants for admission to the Freshman class must pass satisfactory entrance examinations on United States History, and on the history of England or the history of Greece and Rome.

Course I.—English History.—As affording a convenient guide to study a text-book is used, but this is supplemented by informal lectures and by assigned readings designed to serve as the basis of written reports.

Elective with Course II as a requirement for entrance.

Course II.—Ancient History.—Text-books are used, supplemented by lectures, collateral reading, and topical reports.

Elective with Course I as a requirement for entrance.

Course III.—North Carolina History.—Three periods a week. This course is designed to connect with and to supplement the work in Civics. No text-book is used. Lectures are given on the constitutional and political history of North Carolina. The Colonial Records and other material relating to our State History afford a basis for class discussions and topical reports. A thesis giving evidence of original research is required of every member of the class.

Required in the Sophomore year of the Bachelor of Arts Course and elective in the Bachelor of Pedagogy Course.

Course IV.—Civics.—Three periods a week. The State's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the State, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public-school teacher should be prepared to teach, in connection with the history of the State and of the United States, the rights, privileges, and duties of a citizen.

This subject is taught by lectures and by use of text-books, and is in charge of the President of the College and Mr. Smith. The text-books used are Finger's Civil Government, Peterman's Civil Government, Peele's Lives of Distinguished North Carolinians, and Curry's Southern States of the American Union.

Course V.—American Political and Constitutional History.—Three periods a week. This course is intended primarily for teachers of American history who already have some knowledge of the subject, and pre-supposes a familiarity with such facts as are presented in the Epoch Series of American History or in Channing's United States of America. Frequent references will be assigned to the general histories of the period, and the discussions will be based on such material as is found in Hart's American History as Told by Contemporaries, the American Statesman Series, Fiske's Critical Period of American History, Schouler's History of the United States Under the Constitution, and McMaster's History of the People of the United States.

MATHEMATICS

GERTRUDE W. MENDENHALL
HENRYANNA C. HACKNEY, *Assistant*

Applicants for the Freshman Class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

Freshman: Four periods a week.—Plane Geometry, with constant exercise in original demonstrations.

Sophomore: Four periods a week.—First term.—Solid and Spherical Geometry, three periods. Higher Algebra, one period.

Second term.—Higher Algebra, two periods. Plane Trigonometry, two periods.

Junior: Three periods a week.—Analytical Geometry and Conic Sections.

Senior: Four periods a week. Differential and Integral Calculus.

BIOLOGY AND GEOLOGY

DIXIE LEE BRYANT
T. GILBERT PEARSON
NETTIE LEETE PARKER, *Assistant*

Physical Geography.—Required for admission to the Freshman Class.—The subject is introduced by some simple experiments to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the students may obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.

The course proper consists of work upon the important topics of *air, water,* and *land,* together with a classification of *plants* and *animals,* with special reference to their distribution and uses.

A text-book embracing these subjects is furnished each student, and reference books are found in the library; but, besides recitations, much time is devoted to original observation.

Notes and conclusions of all work must be kept in individual note-books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

Botany.—*Systematical and Structural Botany of Flowering Plants.* This course consists of laboratory work upon the plants themselves, following plant life from seed to leaf and from flower to fruit, and of a study of classification as exemplified by the flora in the neighborhood of Greensboro. A written description and classification of forty plants is required to complete the course.

Biology.—This consists of two periods of laboratory work for one year. The principles of general biology are studied as exemplified in microscopic plant and animal life, and the important tissues are learned by making thin sections of the same. The course is designed to meet the requirements introductory to Zoology, Physiology, and Domestic Science.

Zoology.—This course extends through one year, and should be preceeded by Chemistry and Physics. The lectures take up the subject systematically, and, at the same time, seek to develop the principles of biology. The elements of microscopic technique form a part of the course.

Well prepared alcoholic and fresh specimens of invertebrates and sound vertebrates are furnished for individual laboratory work. In this way a fair idea of gross comparative anatomy is obtained. The biological laboratory is supplied with twelve compound microscopes, an incubator, paraffine bath, microtome, and necessary agents and accessories.

Geology.—This course extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

The first term is given to descriptive and blowpipe mineralogy and to descriptive lithology. For this purpose the Institution furnishes fifteen sets of one hundred and fifty different typical minerals and rocks. By individual study of these, the students are expected to become familiar with the commonest minerals and rocks of the state.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

CHEMISTRY

Course I.—General Chemistry. Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

Course II.—Organic Chemistry. This course is offered to the students in the Domestic Science department. It consists of two hours a week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

Course III.—Analytical Chemistry. This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

PHYSICS

William C. A. Hammel

The course in Physics extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Air, Liquids, Heat, and Dynamics; the second half to Electricity, Magnetism, Light, and Sound.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in

the various divisions of the subject, to direct attention to the operation of the laws in the world about her, to explain some of the machines and instruments in which the laws have been applied, but, above all, to teach the student to observe correctly and accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations, and laboratory work. The student is required to construct simple and inexpensive apparatus, perform experiments, and then write full descriptions and explanations of the phenomena observed.

The department offers a post-graduate course to those desiring more advanced work.

MANUAL TRAINING

WILLIAM C. A. HAMMEL
JULIA M. RAINES, *Assistant*

Freshman.—Reed Basketry; Paper Work; Color Work.

Sophomore.—Clay Modeling; Card-board Work; Venetian Iron Work.

Junior.—Clay Modeling; Textiles; Mechanical Drawing; Knife Work.

Senior.—Clay Modeling; Basketry; Mechanical Drawing; Tool Work.

LATIN

VIOLA BODDIE
MARY TAYLOR MOORE, *Assistant*

The work here outlined is that hitherto given. The equivalent of Courses I and II is now required for admission to the Freshman Class in Latin. Additional courses for the Junior and Senior years will be offered.

Course I.—First principles of grammar and composition; Viri Romæ.

Course II.—Cæsar's Gallic War, with composition.

Course III.—Cicero, composition; Virgil's Æneid.

Course IV.—Livy; Horace.

Throughout the course there are given, by teachers and students, talks on Roman life and such other subjects as will be specially helpful in understanding and appreciating the author read.

The department offers a post-graduate course to those desiring to pursue the subject further. This course will be specially helpful to those intending to teach Latin.

Text-books, except lexicons, are furnished by the College.

ROMANCE LANGUAGES—FRENCH AND SPANISH

NENA MORROW

The courses here outlined are those hitherto given. For the entrance requirements in French see "Requirements for Admission," page 38 of this catalogue.

The aim of this department is to give a thorough grammar drill, and to enable students to read readily, and to write and speak these languages correctly. Throughout the course, dictation exercises are given and poetry is occasionally memorized.

FRENCH

In the Freshman and Sophomore years systematic instruction is given in grammar, composition, and reading. In the Freshman year, simple stories are told in French by the class. A larger amount of reading and translation of advanced literature is required in the Sophomore year.

In the Junior year, much time is devoted to the study of French History, through selections from the historians, and a conversational quiz upon the leading events of history. Considerable stress is laid upon idiomatic construction and composition. Francois' Advanced Composition is the text-book used.

In the Spring Term, French letters are written by the class. The Tour de la France, by Bruno, and selected novels form the supplementary reading.

The course of study, in the Senior year, consists of a general survey of French Literature, readings of plays by Corneille, Racine, Molière and selections from other writers. La Littérature Française par P. Rogez et M. D. Berlitz furnishes a basis for recitations; in addition, students are required to consult French reference books. During the Spring Term, three papers written in French, suggested by novels of Daudet, Loti, and Bazin, are required, thus necessitating a short course of modern reading.

SPANISH

The first two years are devoted to the study of De Torno's Combined Spanish Grammar and El Método-Berlitz. In the first year, Primary text-books and occasional chapters from the Scriptures are read. In the second year, El Capitán Veneno by Alarcón, El Sí de las Niñas by Moratín are read, and a History of Spanish Literature is studied.

The third year, Spanish letters and papers are handed to the instructor based upon books read in class as follows: Marianela, Dõna Perfecta by Gladós, and plays by Lope de Vega and Calderon.

GERMAN

BERTHA MARVIN LEE

The courses here outlined are those hitherto given. For the entrance requirements in German see "Requirements for Admission," page 38 of this catalogue.

Course I.—Reading easy German, about 300 pages; first principles of grammar and composition.

Course II.—Reading German literature of the present century, prose and verse; grammar.

Course III.—German classics; Grammar, and composition.

Course IV.—German classics; composition; brief history of Germany and of German literature.

PHYSIOLOGY AND HYGIENE

ANNA M. GOVE
CLEONE E. HOBBS

Freshman—Hygiene. A course of lectures in practical care of health, with occasional quiz or written synopsis.

Senior.—Physiology and Hygiene. This course aims to give a practical knowledge of the cells, tissues, and organs of the body, of their general structure, chemical composition, and functions, and to apply this knowledge to the consideration of diet and other practical hygiene.

The course is illustrated by simple laboratory work, including use of microscope, and occasional dissections of some lower animal.

PHYSICAL CULTURE

MARY SETTLE SHARPE

Owing to present lack of adequate provisions for a gymnasium, a systematic course of physical culture is not available, but each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games.

VOCAL MUSIC

CLARENCE R. BROWN

The Music Department of the State Normal and Industrial College is based upon principles somewhat different from those of other schools for the education of women.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller. It is estimated that, in this country, from 85 to 90 per cent.

can be taught to sing. In Germany and other countries, where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the percentage is about 98. Americans are awakening to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday-school, and day-school singing, and, in fact, on the singing of the masses in all gatherings, both public and private. The day is not far distant when no man or woman can obtain a position in any first-class school of this country, unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this college to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have a sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight reading to the pupils of her school.

SPECIAL MUSIC COURSE

In addition to the classes in sight-singing found in each of the regular college courses, the department of Vocal Music offers a thorough training in voice culture and artistic singing.

The work in this course leading to a certificate comprises studies in tone-placement, solfeggi vocalises, English, French, and German songs, oratorio and operatic selections, and is intended to fit students for professional work in both singing and teaching.

Pupils are given the advantages of ensemble singing and of occasional recitals and concerts.

INSTRUMENTAL MUSIC

LAURA L. BROCKMANN
CHARLES J. BROCKMAN
MYRA ALDERMAN ALBRIGHT, *Assistant*
JULIA HAMLIN, *Assistant*

Study in instrumental music may be pursued incidentally in any grade in connection with any of the regular courses. For the benefit of those who wish to give particular attention to music, a special course has been arranged which allows the requisite time for the various branches necessary to the training of the musician. See *"Courses of Study."*

Besides instrumental study this course embraces two years' work in harmony, one in history of music, and one or more in ensemble playing. It is the aim of the department to make practical musicians of its students, so that besides being trained music teachers they will be fitted to take the lead in the musical life in the churches, schools, and social gatherings of their communities.

For entrance into the "Music Course" a student must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The department furnishes instruction in pianoforte, violin, and all stringed and orchestral instruments, but certificates are given only to students of piano, voice, or violin. The college orchestra affords good practice in concerted playing.

ART

MELVILLE VINCENT FORT

The object of the Art education in this College is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful. Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are acquired by this training are of incalculable value. By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation, lines straight and curved and a combination of these lines; originating simple designs, and sketching from simple objects.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year, architectural drawing is continued.

After completing the first and second years' work, or standing a satisfactory examination on it, wood carving and china painting may be pursued.

DOMESTIC SCIENCE

MINNIE L. JAMISON

The aim of the Domestic Science Department is to give students a practical knowledge of those industries that pertain directly to the home and family, also to train them in habits of neatness and order, upon which the happiness of every home so largely depends. It is its purpose also to present the work in a practical, psychological way, so that students may be prepared to teach Domestic Science in the public schools.

Course I.—Cooking. In addition to the actual, practical instruction in cooking, students have the advantage of work in the division and combination of foods.

Course II.—General Household Economy, including diet for the sick, preparation for receptions, serving dinners, luncheons, breakfasts, and teas.

DOMESTIC ART

ELIZABETH WATERS

SEWING—DRESSMAKING

Course I.—One term is given to plain hand sewing and simple embroidery. Following this work, in the second term, is drafting patterns, cutting and making simple garments, and cleaning and adjusting machines.

Course II.—Cutting, fitting, and making various styles of dresses.

COMMERCIAL DEPARTMENT

E. J. FORNEY

SHORTHAND

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in the department, and the course being well graded, the student is led, step by step, through easy and natural stages, to *see,* to *think,* and to *act for herself.*

The work of the department will be planned as far as possible to meet the needs of students.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter book, etc. Where it is deemed necessary sen-

tence structure and composition in the English department of the College will be required.

Believing that a larger portion of our students will ultimately be engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The diligent student can, in eight months, acquire a speed of 80 to 120 words per minute, which is sufficient to do good office work, but if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words a minute. Students must pass an examination in Arithmetic and such examinations as are necessary to enter the Freshman class in English before this certificate will be given.

If business men who may be needing stenographers will write to this department, they will be put in correspondence with efficient help.

Students will be admitted to this department at any time during the college year not later than March 1st.

Home Study.—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results;* therefore it will take time and energy. In order to make the course as strong as possible, the complete

outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

TYPEWRITING

The Remington typewriter is used as the most important machine, though other machines are used. Skill in the use of the machine is not the only design of this department. Special attention is paid to vocabulary, spelling, punctuation, and paragraphing. The instruction in this department is purely practical.

BOOKKEEPING

The course in bookkeeping and business practice in the elementary work is similar to that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-books, thus making up the "sets," but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of the trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but well-informed business women, thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc., is such that the subject can be taught with ease in schools of lower grade.

The Burroughs Adding Machine is part of the equipment of the department, and all students in bookkeeping are required to become familiar with its workings.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

Special Information

ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public-school system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, the College has so arranged its courses of study that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. In order that the degrees which the Institution confers shall be worthy of the State and its College for women, the requirements for admission and the courses of study have been made equivalent to those of the colleges of best standing in North Carolina. For the benefit of those worthy and ambitious young women who, by reason of local conditions, find it impossible to prepare themselves in all the subjects required for entrance, the Institution will provide and maintain a college preparatory department offering instruction in the subjects required for admission to the Freshman class.

REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.

2. They should send with their application, *which they themselves must write, a statement from their last teacher as to scholarship, conduct, and habits of study.*

3. For admission to the Freshman class examinations must be passed in the following subjects: Mathematics, History, English, Physics, Physical Geography, and Latin or German or French.

The requirements in each of these subjects are as follows:

MATHEMATICS: Applicants must pass a satisfactory

examination in Arithmetic and Elementary Algebra. In Arithmetic students must show ability to analyze and explain correctly.

In Algebra accurate knowledge of the following subjects is necessary: Factoring, Common Divisors and Multiples, Theory of Exponents, Radicals and Equations involving Radicals, Quadratic Equations and Imaginary Quadratics.

HISTORY: Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses must also be offered: History of England, or, Ancient History (Greece and Rome).

ENGLISH: Candidates should have read several of the best known sketches of Irving, several of Hawthorne's stories, and numerous poetical selections from Bryant, Whittier, Longfellow, and Lowell. A careful study should have been made of one or more of Scott's and of Tennyson's longer poems, and of at least one of Shakespeare's plays—*Merchant of Venice, Julius Caesar,* or *As You Like It.*

Written tests on the subject matter read for admission must show correct spelling, capitalization, punctuation, diction, sentence structure, and some knowledge of paragraph structure.

PHYSICS: The completion of work equivalent to any standard elementary text-book in Physics.

PHYSICAL GEOGRAPHY: A knowledge of the material presented in some good text-book of Physical Geography including such important topics as: the Atmosphere, the Waters of the Earth, and the Land Surfaces, together with the forces now at work upon our planet.

LATIN: Two years of Latin must be offered for admission to the Freshman Class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of

Caesar's Gallic War, together with Latin prose composition.

GERMAN: Students who do not offer two years of Latin as outlined above must, if they wish to elect German, pass an examination showing a fair knowledge of German inflection and conjugation.

FRENCH: Students who elect this subject must satisfy the two years entrance requirement in Latin or pass an examination in French showing a fair knowledge of grammar, composition and reading.

TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the college must assemble in the college chapel at 9 a. m., *Thursday, September 21,* for preliminary registration. They will there be assigned to rooms for examination.

ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all the studies required for admission to the Freshman Class, and on all the studies pursued by the class up to the point at which they enter.

Candidates for advanced standing should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman Class.

Courses of Study

COURSES LEADING TO DIPLOMA

The five courses of study hitherto given as leading to a diploma are discontinued. All new students and all former students unable to enter regular Sophomore work under the old course will register for one of the new courses of study outlined under Courses Leading to Degrees.

Former students, regular members of last year's Freshman, Sophomore, or Junior classes, will, if they so desire, be permitted to continue their work in the diploma courses. These courses may be found in the appendix to this catalogue, pages 88 and 89.

COURSES LEADING TO DEGREES

It is the special province of The State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

The work of the College has been arranged with a view to preparing young women to teach. Experience shows, however, that no one course of study will adequately prepare teachers to meet the diverse requirements demanded by the several schools. One school may demand a teacher whose mission it is to give instruction in all the subjects taught in the public schools. Another may demand special qualifications requiring continued study of particular subjects, such as language, mathematics, or science. Not infrequently one school will have need of both classes of teachers; for the lower grades, one qualified in several subjects; for the higher grades, one specially qualified in fewer subjects. Moreover, there is an obligation which the College and the State owe to those young women who, like their brothers at the other State col-

leges, desire a good general education but do not expect to become teachers.

To meet these varying demands and to give students a certain degree of latitude in selecting their college work, instruction is offered in three general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science.

COURSE I.

Bachelor of Pedagogy.

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English 3	English 3	English 3	English 3
Latin, French or German 4	Latin, French or German 4	Latin, French or German 3	Elocution 2
Plane Geometry 4	Solid Geometry and Plane 4	Psychology 3	Pedagogy 9
Music and Hygiene 3	Trigonometry Chemistry 4	Physics 4	Calculus, Geology, Zoology, Physiology, Biology 4
Drawing, Manual Training or General Biology 2	History 3 or Drawing and Manual Training 3 or Domestic Science 3	Pedagogy 3	Domestic Science or Manual Training
		Civics and History or Analytical Geometry 3	

COURSE II.

Bachelor of Arts.

This course is designed particularly for those who may wish to give special attention to the languages. Free-tuition students taking this course will be required to do some additional work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English 3	English 3	English 3	English 3
Latin 4	Latin 4	Latin 3	Latin 3
French or German 4	French or German 4	French or German 3	French or German 3
Plane Geometry 4	Solid Geometry and Plane Trigonometry 4	Psychology 3	Calculus, Geology, Zoology, Physiology or Biology 4
Vocal Music and Hygiene 3	History 3	Physics or Chemistry 4	
		Civics and History or Analytical Geometry 3	Elocution 2
			Pedagogy or History 3

COURSE III.

Bachelor of Science.

This course is designed particularly for those who may wish to give special attention to science. Free-tuition students taking this course will be required to do some additional work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English..... 3	English..... 3	English..... 3	English..... 3
Latin, French or German..... 4	Latin, French or German..... 4	Latin, French or German..... 3	Pedagogy or History..... 3
Plane Geometry..... 4	Solid Geometry and Plane Trigonometry 4	Psychology..... 3	Calculus or Science..... 4
Music and Hygiene..... 3	Chemistry..... 4	Physics..... 4	Science.... 8 or Science.... 4 and Domestic Science or Manual Arts 4 8
Drawing..... 2	Drawing and Manual Training..... 3 or Domestic Science..... 3 3	Analytical Geometry or Civics and History..... 3	
Manual Training or General Biology. 2		Elocution..... 2	

COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE.

All students are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, special courses will be arranged for students who are neither under contract to teach nor candidates for a degree.

SPECIAL MUSIC COURSE.

This course is designed for students who may wish to give special attention to instrumental or vocal music. No degree is awarded for the completion of the work here outlined, but students satisfying the requirements in music for the four years and the academic work through the Sophomore year will be given a music certificate.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this Catalogue on page 48.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Music..... 5	Music..... 5	Music..... 8	Music..... 9
English..... 3	English..... 3	English..... 3	English..... 3
Mod. Language.. 4	Mod. Language . 4	Mod. Language . 3	Mod.Language 3
History..... 3	Mathematics 4	Mathematics or Physics..... 4	Psychology.... 3
Hygiene and Vocal Music.... 3	Elocution..... 2		

REGULATIONS.

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of a conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drtop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Students receiving a failure on any subject at the mid-year examinations are required to either drop into a lower class in that subject, or to discontinue the study of it for that year. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

BOARDING ARRANGEMENTS AND EXPENSE

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance, and approves of the places where they propose to board. The College cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the College dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the College.

THE DORMITORIES

Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost. The law does not allow any profit to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

PLACES IN THE DORMITORIES

One hundred and fifty-two of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition, whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories and other departments of the College.

COUNTY APPORTIONMENT

Of the one hundred and fifty-two county appointments, which merely give the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law:

2 Alamance
1 Alexander
1 Alleghany
1 Anson
2 Ashe
2 Beaufort
1 Bertie
1 Bladen
1 Brunswick
4 Buncombe
2 Burke
2 Cabarrus
2 Caldwell
1 Camden
1 Carteret
1 Caswell
2 Catawba
2 Chatham
2 Cherokee
1 Chowan
1 Clay
2 Cleveland
2 Columbus
2 Craven
2 Cumberland
1 Currituck
1 Dare
2 Davidson
1 Davie
2 Duplin
1 Durham
1 Edgecombe
2 Forsyth
1 Franklin
2 Gaston
1 Gates
1 Graham
2 Granville
1 Greene
3 Guilford
1 Halifax
1 Harnett
2 Haywood
2 Henderson
1 Hertford
1 Hyde
3 Iredell
1 Jackson
3 Johnston
1 Jones
1 Lenoir
1 Lincoln
1 Macon
3 Madison
1 Martin
1 McDowell
3 Mecklenburg
2 Mitchell
1 Montgomery
2 Moore
2 Nash
1 New Hanover
1 Northampton
1 Onslow
1 Orange
1 Pamlico
1 Pasquotank
1 Pender
1 Perquimans
1 Person
2 Pitt
1 Polk
3 Randolph
1 Richmond
2 Robeson
2 Rockingham
2 Rowan
2 Rutherford
2 Sampson
1 Scotland
2 Stanly
2 Stokes
2 Surry
1 Swain
1 Transylvania
1 Tyrrell
2 Union
1 Vance
3 Wake
1 Warren
1 Washington
1 Watauga
2 Wayne
3 Wilkes
2 Wilson
2 Yadkin
1 Yancey

APPLICATIONS AND EXAMINATIONS

FOR COUNTY APPORTIONMENTS

If the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident from the application, and for other reasons, that the scholarship of such applicant

or applicants is good enough to admit her or them to the College, notification will be given, and the examination for classifying such students will take place when they arrive at the College. If, however, there should be more applicants from a county than can be admitted from it, a competitive examination, prepared by the faculty, will be held at the county seat about August 1st.

All applications for the competitive examination should be in the hands of the President on July 15th.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.

Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes:

1. Graduates of colleges for young women. (This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties, and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.)
2. Those who have spent a year or more at this College, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.
3. The best material among new applicants.

EXPENSES FOR THE ANNUAL SESSION

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in the board no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exception can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories (not to exceed)	$ 79.00	
Laundry	18.00	
		$ 97.00
Fuel and Lights	10.00	
Dormitory fee	2.00	
Registration fee	4.00	
Medical and Physical Culture fee,	5.00	
For use of Text-books and Apparatus	5.00	
Library fee	2.00	28.00
Total exclusive of tuition		$125.00
Tuition		45.00
Total including tuition		$170.00

The payments for the regular charges, and fees will be due as follows, in advance:

For students who board in dormitories, and have free tuition:

September 21st	$ 40.00	
November 15th	30.00	
January 15th	30.00	
March 15th	25.00	$125.00

For students who board in dormitories, and pay tuition:

September 21st	$ 50.00	
November 15th	40.00	
January 15th	40.00	
March 15th	40.00	$170.00

For students who have free tuition and do not board in dormitories:

September 21st	$ 15.00	
January 15th	5.00	$ 20.00

For students who pay tuition and do not board in dormitories:

September 21st	$ 25.00	
November 15th	15.00	
January 15th	15.00	
March 15th	10.00	$ 65.00

Students who do not go home during the holidays will pay $3.00 for board and laundry for the extra week.

The only additional expenses at the College will be

for medicine used, literary society fee; and, for graduates, a diploma fee of $5.00.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from $10.00 to $20.00, according to price paid for board. Board in private families must be paid monthly in advance.

All students, whether with or without free tuition, must pay their board and other living expenses, according to the terms of the catalogue.

NON-RESIDENTS OF THE STATE

No free tuition is given to a non-resident of the State, but a tuition charge of $65, instead of $45, is made.

SPECIAL DEPARTMENTS

To any student not boarding in the dormitories desiring to take a special course in Stenography, Domestic Science, Art, or other single department (except Manual Arts Department), and who does not expect to become a teacher, a charge of $20 for tuition will be made, beside the regular fees ($20).

MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate years are $45.00. This includes the use of piano for practice one period a day. Students taking "Music Course" will need extra practice time, and for the use of piano, there will be an additional charge of fifty cents a month for each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are $36.00.

MUSIC DEPARTMENT—VOCAL CULTURE

The charges for special vocal lessons, including daily piano practice, are $45.00.

MANUAL ARTS DEPARTMENT

In addition to the regular college fees outlined under "Expenses for the Annual Session," a tuition charge of $60 for residents of the State, or $80 for non-residents of the State, will be made in the Manual Arts Department. *(See circular of information, page 86.)*

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German lexicons, when needed, must be purchased by the student.

In all business matters the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them realize the cost of their training.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Bursar.

FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." One-half of the dormitory space is reserved for tuition-paying students, and one-half for free-tuition students, part of the tuition-paying and part of the free-tuition students being obliged to board in private families. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave College

I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work that I have done.''

LOAN FUNDS AND FELLOWSHIPS

THE ALUMNÆ LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students (chiefly in the higher classes) who could not return to the College without aid, the Alumnæ Association has undertaken to raise a fund. Whatever amount shall be raised before January 1st, 1906, will be duplicated by the General Education Board, provided that not more than $2,500 shall be called for in one year.

THE JARVIS BUXTON LOAN FUND

This fund, now amounting to $100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to $100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR FELLOWSHIP FUND

This fund was established by General and Mrs. Julian S. Carr, and yields in interest $200 a year.

THE SARAH AND EVELYN BAILEY SCHOLARSHIP

Mrs. and Mrs. T. B. Bailey, who lost their only children while students at this College, have established a permanent scholarship to be known as ''The Sarah and Evelyn Bailey Scholarship.''

Charles Broadway Rouss, of New York, gave $100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave $1,000, to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College $1,000, to be known as the Hennie Bynum Scholarship, to be used as a loan fund for the aid of some young woman from Burke county.

GOVERNMENT

The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety, and to their interest in the success of the College. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, which is seated with desks, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the student, and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years,* the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

CONTRACT

I do hereby contract with The State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the above contract requires promptness in attendance upon every meeting of students in chapel, dining room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.

General Information

AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. It has long been an educational center. Its people and the people of Guilford county are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their *alma mater* educated the women of the State. The Greensboro Female College, managed under the auspices of the Methodist Church, is located here, and is one of the most popular institutions in the State. There are other excellent private schools. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college. There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

ACCESSIBILITY

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the North-western North Carolina Railroad, the main line of the Southern Railway, and the Atlantic and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, States-

ville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the afternoon and reach Greensboro by bed-time.

Students who leave Wilmington at 9 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

EQUIPMENT

The College grounds, including the campus and a large park, afford ample facilities for out-door recreation. The several dormitories, and the main building, in which are the lecture rooms, laboratories, chapel, and offices, are comfortably furnished and well lighted, warmed, and ventilated. They have water and sewer connections, and are supplied with apparatus for filtering and sterilizing the drinking water. The laboratories are furnished with desks and tables, and the needful apparatus and supplies for experimental work in Physics, Chemistry, Biology, Geology, Physiology, Industrial Drawing, and Manual Arts. The infirmary, a two-story brick building, is well equipped for the care and comfort of the sick. The Curry Building, with large assembly hall and class rooms, is a model building devoted exclusively to the work of the Training School for Teachers. In the Students' Building, besides a spacious auditorium, are halls for the two literary societies, and room for the Young Women's Christian Association. The lower floor of this large building is occupied by the departments of Manual Arts and Domestic Science.

THE LIBRARY AND READING ROOM

As a part of the general equipment, the College is provided with a good working library. Care has been taken to select such books as are most serviceable to students in their work in the various departments.

The library now contains about four thousand volumes, and valuable additions are annually being made by purchases and donations. Students have access, under necessary limitations, to the bookshelves. Facilities are afforded for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The books are arranged according to the Dewey System of classification. A card catalogue is in process of preparation.

The Reading Room is supplied with the best current literature, including state and national newspapers, leading magazines, reviews, and educational journals.

The Library and Reading Room is open on weekdays, except Saturday, from 8.30 a. m. to 4.30 p. m. The Saturday hours are from 8.30 a. m. to 1 p. m.

The College acknowledges gifts to the Library during the past year from United States Government, Commissioner of Education, and the publishers of the Asheville Gazette, Fayetteville Observer, Greenville Reflector, Raleigh Times, Caucasian, Clinton Caucasian, Progressive Farmer, Orphans' Friend, Reidsville Review, Concord Standard, Roxboro Courier, News-Herald, Mooresville Enterprise, Mount Airy Christian Sun, Church Record, Kelly Messenger, Smithfield Herald, Hickory Press, Roanoke-Chowan Times, the Alamance Gleaner, Duplin Journal, King's Weekly, Tarboro Southerner, Sampson Democrat, Aberdeen Telegram, Alleghany Star, Richmond Headlight, Lenoir Topic, Times-Mercury, Burlington News, Statesville Mascot, Waynesville Courier, Gastonia News, Wilson Times, and Rural Visitor.

THE MUSEUM OF NATURAL HISTORY

The College possesses a collection of several hundred specimens of typical rocks and minerals properly labeled and displayed in cases. Some collections of invertebrates, both dried and in alcohol, have also been made. The collection of skins and mounted specimens of birds and quadrupeds has been considerably increased during the past few years.

SOCIAL LIFE

With regard to the social management of the dormitories, we consider it essential that the young women should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.*

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young women will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations unless a written request for each case comes from her parents or guardian, addressed to the President or Lady Principal.

RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's opening exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible-classes are conducted. The Association also provides for a gospel service four times a week.

GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general

culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

SPIRIT OF DEMOCRACY

Whatever success has attended the State Normal and Industrial College during the past thirteen years has been due largely to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-seven counties. Among them can be found the names of one hundred or more graduates of leading "female colleges" and seminaries, and a much larger number who received their previous training entirely in the public schools of the rural districts. In fact, the Institution has had every type of respectable woman in North Carolina, from the one who has enjoyed the privileges which money and social position can give, to the girl who was never on a railroad train until she boarded it for Greensboro to become a student in the State's College for women. One-third of these young women have remained in the College at their own expense, without help from parents, and this one-third, with those who are naturally studious and ambitious, have formed a serious-minded nucleus, and have exerted a strong influence in favor of industry and the steady performance of duty. The wholesome fact that the College has not depended upon the revenue derived from any class of its students has not only tended to aid in its discipline, but has also imbued all the students with the spirit of democracy. *The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions of all kinds.*

HEALTH AND MEDICAL ATTENTION

The health of the students is made a prime object of attention, and the sanitary arrangements of the Col-

lege are all carefully supervised. An experienced physician has charge of matters pertaining to the health of the students. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night by any student who may be indisposed. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student's postponing for economical reasons the necessary consultation.

SOME DISTINCTIVE FEATURES OF THE COLLEGE

The chief mission of The State Normal and Industrial College is to give to young women such education and training as will fit them to work in and improve the public school system. The College stands for a public educational system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The regular courses of study have been arranged with a special view to preparing young women to teach.

2. All candidates for the teaching profession, must, for a year, spend a part of each day in teaching under the supervision and kindly criticism of the head

of the department of Pedagogy and his assistants in the Training School for Teachers.

3. Candidates for the teaching profession must study Psychology and Pedagogics for at least two years.

4. All candidates for the teaching profession are required to take Freehand Drawing and Vocal Music.

5. All candidates for the teaching profession have an opportunity of taking a course in civil government, in order that they may be better fitted to teach in the schools of the State the duties, rights, and burdens of citizenship.

6. All candidates for the teaching profession have an opportunity of taking a three years' course in Manual Training.

7. Under no circumstances can any student receive free tuition without taking the pledge to become a teacher for at least two years after leaving the College.

8. Of the 294 young women who have received the College diploma during the past twelve years, all except fourteen have taught since their graduation.

ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it*

is a great mistake for a student not to become a member. Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students in the College, and is entirely under their management. The faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in the prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active, Christian work in this College. But no organization worthy of the name of Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of an evangelical church is eligible to active membership.

The committee on devotional meetings provides for a gospel service every Sabbath evening. The pastors in the city and others are frequently invited to make addresses before the organization.

Several Bible classes have been organized for systematic Bible study.

An earnest effort is being made to secure a suitable library for the Association. The Students' Building with its rooms for the use of the Young Women's

Christian Association will, it is hoped, be ready for occupancy at the opening of the fall term in 1905-6.

THE STATE NORMAL MAGAZINE

The State Normal Magazine is published quarterly, from October to June, by a Board of Editors elected from the Adelphian and Cornelian Literary Societies, under the direction of a managing editor chosen from the faculty. The matter contained in it is not of purely local interest. Timely articles on current educational questions, together with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is fifty cents a year, payable in advance.

TEACHERS' REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

GRADUATE STUDENTS

NAME	POSTOFFICE	COUNTY
Brown, Virginia, '02, B. S. '03	Greensboro	Guilford
Buys, Marie, '04	Havelock	Craven
Byrd, Flossie, '03	Buie's Creek	Harnett
Jones, Marie Louise, '04	New Berne	Craven
Ledbetter, Florence Elliott, '04,	Greensboro	Guilford
Nash, Catherine Staton, '04	Tarboro	Edgecombe

STUDENTS

NAME	POSTOFFICE	COUNTY
Adams, Louise Bond	Greensboro	Guilford
Aiken, Hattie	Brevard	Transylvania
Albright, Annie Josephine	Greensboro	Guilford
Albright, Annie Myrtle	Durham	Durham
Alexander, Lola	Concord	Cabarrus
Allen, Martha Moore	Kinston	Lenoir
Alston, Emma Jones	Epsom	Vance
Anderson, Emma	Denton	Davidson
Apple, Brona	Reidsville	Rockingham
Ardrey, Annie	Fort Mill	Mecklenburg
Armfield, Nell	Statesville	Iredell
Arnold, Katharine	Cameron	Moore
Asbury, Jessie	Asbury	Montgomery
Austin, Blanche	Barium Springs	Iredell
Austin, Delha Dancy	Tarboro	Edgecombe
Austin, Jannet Jeffreys	Tarboro	Edgecombe
Avent, Mamie Lee	Raleigh	Wake
Bailey, Rosa Wetmore	Woodleaf	Rowan
Baker, Katherine Carroll	Hickory	Catawba
Barnard, Maude	Franklin	Macon
Barnard, Pearl	Franklin	Macon
Barnes, Lillie L	Clayton	Johnston
Barrett, Annette	Troy	Montgomery
Barwick, Maggie	Kinston	Lenoir
Battle, Ella	Rocky Mount	Edgecombe
Battle, Katharine Cheshire	Rocky Mount	Edgecombe
Battle, Sallie Haywood	Rocky Mount	Edgecombe
Beaty, Nannie May	Charlotte	Mecklenburg
Bell, J. Gertrude	University	Orange
Bell, Mary Pauline	University	Orange
Belvin, Mozelle	Redwood	Wake
Benbow, Mary E	Greensboro	Guilford
Bennett, Ethel M	Stokesdale	Rockingham
Benson, Evvie L	Swan Quarter	Hyde
Benson, Lillie J	Swan Quarter	Hyde
Berry, Mary E	Chapel Hill	Orange
Beverly, Nettie	Lumberton	Robeson
Biggs, Nannie	Williamston	Martin
Billups, Alma B	Winfall	Perquimans

NAME	POSTOFFICE	COUNTY
Bingham, Rena	Smithfield	Johnston
Blackman, Fannie Pearle	Jesup	Moore
Blake, Agnes Lee	Greensboro	Guilford
Blalock, Susan	Winston	Forsyth
Blanchard, Nannie L	Greensboro	Guilford
Blanton, Annie Barr	Mooresboro	Cleveland
Blount, Stella	Roper	Washington
Blow, Alice Monteiro	Greenville	Pitt
Blow, Celestia M	Greenville	Pitt
Blue, Eula May	Carthage	Moore
Bobbitt, Beulah M	Henderson	Vance
Bobbitt, Crystal W	Watkins	Vance
Boddie, Frances Ricks	Louisburg	Franklin
Bogle, Amanda	Taylorsville	Alexander
Bonner, Helen H	Cary	Wake
Boren, Clara Ethel	Pomona	Guilford
Bowden, Alma Eugenia	Mt. Olive	Duplin
Bowden, Bettie	Springhope	Franklin
Boyd, Janie	Matthews	Union
Boyd, Mariam M	Warrenton	Warren
Boyette, Louise	Warsaw	Duplin
Bradsher, Emma	Roxboro	Person
Bridgman, Maggie M	Lake Landing	Hyde
Brogden, Nettie L	Goldsboro	Wayne
Brooks, Marie	Ore Hill	Chatham
Brower, Essie	Mt. Airy	Surry
Brown, Ethel Lee	Washington	Beaufort
Brown, Harriett	Conetoe	Edgecombe
Brown, Jeanne B	Warrenton	Warren
Brown, Mabel Lee	Whiteville	Columbus
Brown, Willie	Charlotte	Mecklenburg
Bruton, Lola	Troy	Montgomery
Bruton, Ruby	Kinston	Lenoir
Bruton, Zula	Troy	Montgomery
Bryant, Annie	Matthews	Mecklenburg
Buerbaum, Minnie	Salisbury	Rowan
Burns, Dora Lillian	Wadesboro	Anson
Butler, Carrie	Pireway	Columbus
Butler, Erma	Greensboro	Guilford
Byerly, Ida L	Yadkin College	Davidson
Byerly, Tullia	Yadkin College	Davidson
Cable, Pearl	Greensboro	Guilford
Caldwell, Bessie	Concord	Cabarrus
Caldwell, Jessie E	Charlotte	Mecklenburg
Caldwell, Zeta	Concord	Cabarrus
Call, Maggie H	Mocksville	Davie
Campbell, Lillian	Gaylord	Beaufort
Campen, Florence Baxter	Alliance	Pamlico
Campen, Sina Whitford	Bayboro	Pamlico
Cannon, Blanche Winnifred	Ayden	Pitt
Cannon, Nina C	Ayden	Pitt

NAME	POSTOFFICE	COUNTY
Carroll, Havens	Turkey	Sampson
Carter, Bessie	Albemarle	Stanly
Carter, Mary G.	Winston	Forsyth
Case, Lina Clare	Oak Ridge	Guilford
Cassidey, Annie Eugenia	Laurinburg	Scotland
Cassidey, Lulu May	Laurinburg	Scotland
Cates, Ione	Swepsonville	Alamance
Chandler, Minnie L.	Blanch	Caswell
Chears, Maude	Elm City	Wilson
Clark, Florence G.	Greensboro	Guilford
Clark, Mary W.	Weldon	Halifax
Clement, Hattie	Oxford	Granville
Clinard, Lillian	Charlotte	Mecklenburg
Coble, Bessie Lavinia	Greensboro	Guilford
Coble, Ivy	Burlington	Alamance
Coble, Lena	Greensboro	Guilford
Coble, Myrtle M.	Burlington	Alamance
Coffey, Mary E.	Patterson	Caldwell
Coffin, Anna M.	Greensboro	Guilford
Cole, Mary Kate	Cole's Mills	Moore
Collins, Delcie	Holly Springs	Wake
Coltrane, Beatrice	Randleman	Randolph
Cooper, Berta Lenora	Roseboro	Sampson
Cooper, Flora	Greensboro	Guilford
Cooper, Viola	Dobson	Surry
Corpening, Belle	Worry	Burke
Corpening, Kate	Worry	Burke
Cowan, Hortense	Durham	Durham
Cox, Jennie A.	Fremont	Wayne
Craven, Loula Ellis	Concord	Cabarrus
Crawford, Lizzie	Teer	Orange
Crowell, Bess	Charlotte	Mecklenburg
Crump, Janet Blount	Salisbury	Rowan
Cunningham, Alma	Waxhaw	Union
Currie, Margaret McLeod	Maxton	Robeson
Cuthbertson, Marguerite H.	Monroe	Union
Dail, Myrtle	Snowhill	Greene
Dalton, Ethel	Winston	Forsyth
Dameron, Leah Josie	Warrenton	Warren
Daniel, Bessie	Roxboro	Person
Daniel, Bettie Watt	Reidsville	Rockingham
Daniel, Clara E.	Wilson	Wilson
Daniel, Margaret R.	Bullock	Granville
Darden, Josie	Ayden	Greene
da Silva, Angelita	S Sebastiao da Estrella,	Brazil
Daughtrey, Mary Lillie	Rocky Mount	Nash
Davis, Annie Lyle	High Point	Guilford
Davis, Annie Estelle	Shelby	Cleveland
Davis, Jessie R.	Randleman	Randolph
Davis, Mary A.	Monroe	Union
Davis, Mena Foust	Salisbury	Rowan

NAME	POSTOFFICE	COUNTY
Davis, Sadie Scott	Salisbury	Rowan
Deaver, Julia May	Brevard	Transylvania
Deaver, Mamie	Davidson River	Transylvania
DeBerry, Kate S.	Pee Dee	Anson
Dees, Goldie F.	Grantsboro	Pamlico
Dees, Okla.	Grantsboro	Pamlico
Dickinson, Neta C.	Fremont	Wayne
Dixon, Cora	Reidsville	Rockingham
Dixon, Louise	Hickory	Catawba
Dixon, Ora	Summerfield	Rockingham
Dixon, Rosa Lee	Hickory	Catawba
Donnell, Daisy	Greensboro	Guilford
Doub, Josie	Jonesboro	Moore
Douglas, Nannie	West Durham	Durham
Duffy, Emma	Greensboro	Guilford
Elliott, Eleanore	Greensboro	Guilford
Ellis, Beatrice	Clayton	Johnston
Ellison, Musa Cain	Raleigh	Wake
Etheridge, Evelyn Carnes	Elizabeth City	Pasquotank
Evans, Jennie Draughon	Vander	Cumberland
Evans, Willie McD.	Vander	Cumberland
Everett, Margaret Best	Palmyra	Martin
Exum, Mary	Snow Hill	Greene
Ezzelle, Alberta	Poortith	Union
Ezzelle, Annie	Poortith	Union
Faison, Elizabeth	Greensboro	Guilford
Felton, Carrie Estelle	Dunn	Harnett
Fenner, Annie S.	Halifax	Halifax
Fentriss, Mabel Mary	Pleasant Garden	Guilford
Fentriss, Sallie Lillian	Pleasant Garden	Guilford
Field, Lizzie E.	Greensboro	Guilford
Finley, Kate	Charlotte	Mecklenburg
Fisher, Daisy	Crescent	Rowan
Fitzgerald, Mary	Mocksville	Davie
Fitzgerald, Ruth	Mocksville	Davie
Fletcher, Meta	Fletcher	Henderson
Flintoff, Alice	Danville	Caswell
Flintoff, Mary Fannie	Danville	Caswell
Flow, Nellie Inez	Monroe	Union
Floyd, Ida Sleight	Greensboro	Guilford
Folger, Beulah	Holyfield	Surry
Forbis, Lavine	Greensboro	Guilford
Forney, Edna A.	Greensboro	Guilford
Foster, Elizabeth	Cool Spring	Iredell
Foust, Elvira Worth	Mt. Vernon Sp'gs	Chatham
Fowler, Bertha M.	Burlington	Alamance
Fowler, Nellie Heiser	Wilmington	New Hanover
Freeman, Bertie C.	Greensboro	Guilford
Freeman, Blanche	Belew's Creek	Forsyth
Freeman, Etta W.	Duck Creek	Onslow

NAME	POSTOFFICE	COUNTY
Freeman, Inez	Franklinville	Randolph
Fritz, Viola	Lexington	Davidson
Fryar, Vannie	McLeansville	Guilford
Gainey, Caroline	Hope Mills	Cumberland
Gainey, Lillian Clyde	Sherwood	Cumberland
Gattis, Annie Belle	Durham	Durham
Gibbs, Lemma B	Reidsville	Rockingham
Gill, Emma Washington	Laurinburg	Scotland
Gill, Grace Everett	Laurinburg	Scotland
Glenn, Annie Chalmers	Greensboro	Guilford
Glenn, Carrie E	Crowder's Creek	Gaston
Glenn, Lena	Crowder's Creek	Gaston
Godwin, Laura Meta	Dunn	Harnett
Gorrell, Vera	Greensboro	Guilford
Gossett, Annie Blanche	High Point	Guilford
Graeber, Carrie	China Grove	Rowan
Gray, Caro	Raleigh	Wake
Gray, Florence	Greensboro	Guilford
Gray, Lillian	Kinston	Lenoir
Gray, Margie	Winston	Forsyth
Gray, Sarah Fisk	Cullasaja	Macon
Green, Gertrude	Shelby	Cleveland
Greene, Mittie C	Endicott	Montgomery
Griffin, Hattie Hill	Goldsboro	Wayne
Hackett, M. Jennie	N. Wilkesboro	Wilkes
Hadley, Edna M	Siler City	Chatham
Hadley, Nydia E	Siler City	Chatham
Hall, Nannie B	Woodsdale	Person
Ham, Myrtie	Greensboro	Guilford
Hampton, Belle	Greensboro	Guilford
Mampton, May	Greensboro	Guilford
Hamrick, Euzelia	Shelby	Cleveland
Hanes, Blanche March	Mocksville	Davie
Harper, Winifred E	Snow Hill	Greene
Harrell, Bessie Springer	Scott's Hill	Pender
Harrelson, Pearl	Cherryville	Gaston
Harris, Ethel Lewis	Henderson	Vance
Harrison, Katie M	Brinkleyville	Halifax
Hart, Cora	Mooresville	Rowan
Hassell, Cassie	Edenton	Chowan
Hawkins, Lucy J	Louisburg	Franklin
Hayes, Elizabeth	Reidsville	Rockingham
Hayworth, Minnie Esther	High Point	Davidson
Hendley, Lina	Ansonville	Anson
Hendrix, Janie Cannon	Greensboro	Guilford
Hendrix, Mary	Greensboro	Guilford
Herring, Louise	Greensboro	Guilford
Hicks, Elizabeth	Faison	Duplin
Hicks, Helen Clare	Faison	Duplin
High, Blanche	Garysburg	Northampton

NAME	POSTOFFICE	COUNTY
Hill, Lizelle	Victoria	Macon
Hill, Louise	Lexington	Davidson
Hobbs, Mattie E	Greensboro	Guilford
Hodges, Annie L	Washington	Beaufort
Hodges, Ethel	Kinston	Lenoir
Hodgin, Malinda	Greensboro	Guilford
Hollowell, Hattie	Goldsboro	Wayne
Holt, Dura Blanche	Oak Ridge	Guilford
Holton, Rachel Elizabeth	High Point	Guilford
Hoover, Pearl A	Stanley	Gaston
Hornaday, Carrie Vern	Burlington	Alamance
Horsfield, Margaret Bennitt	Goldsboro	Wayne
Hoskins, Nell	Summerfield	Guilford
Howard, Gerphelia	Rennert	Robeson
Howell, Elizabeth	Asheville	Buncombe
Howell, Helen Hester	Morganton	Burke
Howell, Mabel	Goldsboro	Wayne
Hulcher, Margaret E	Todd	Ashe
Hunter, Annie May	Henderson	Vance
Hunter, Myra	Brinkleyville	Halifax
Hunter, Nannie W	Brinkleyville	Halifax
Huske, Kate M	Winston	Forsyth
Huske, Mary Weldon	Fayetteville	Cumberland
Hyman, Elizabeth	Hobgood	Martin
Hyman, Mary Watson	Hobgood	Martin
Hyman, Sallie N	Hobgood	Martin
Ives, Mayne S	Bayboro	Pamlico
Jacobs, Ella	Wilmington	New Hanover
Jacocks, Elizabeth H	Tarboro	Edgecombe
Jarman, Mary	Richlands	Onslow
Jenkins, Maida Wrenn	Carthage	Moore
Johnson, Ella Olive	Rennert	Robeson
Johnson, Eva	Crewe	Nottoway, Va
Johnson, Kate	Greensboro	Guilford
Johnson, Lessie	Crewe	Nottoway, Va
Johnson, Vada	Mocksville	Davie
Johnson, Vivie F	Willard	Pender
Johnston, Robbie Price	Reidsville	Rockingham
Jones, Lucy	Greensboro	Guilford
Jones, Mary Elizabeth	Bethel	Pitt
Jones, V. May	Greensboro	Guilford
Jones, Nannie P	Warrenton	Warren
Jordan, C. Christine	Hendersonville	Henderson
Joyner, L. Bessie	Princeton	Johnston
Joyner, Muriel Y	Greensboro	Guilford
Kelley, Emma Gertrude	Mt. Holly	Gaston
Kelly, Ethel Penelope	Carthage	Moore
Kennedy, Emily Hardee	Kinston	Lenoir
Kennedy, Marjorie L	Kinston	Lenoir
Kennedy, Mary H	Daltonia	Iredell

NAME	POSTOFFICE	COUNTY
Kibler, Flora	Morganton	Burke
King, Annie May	Blackwells	Caswell
King, Annie R	Madison	Rockingham
Klein, Amie Howerton	Morehead City	Carteret
Koonce, Inez Fay	Trenton	Jones
Lacy, Frances	Raleigh	Wake
Lassiter, Nell Willard	Rich Square	Northampton
Lassiter, Rena Gray	Wake Forest	Wake
Leary, Bettie	Colerain	Bertie
Ledbetter, Kate	Polkton	Anson
Leggett, Lena	Scotland Neck	Halifax
LeGwin, Mary Elizabeth	Wilmington	New Hanover
Leitch, Lena	Rowland	Robeson
Lentz, Nora Belle	Albemarle	Stanly
Lentz, Winnie Lee	Hickory	Catawba
Lewis, J. Belle	Greensboro	Guilford
Liles, Meta Swain	Tarboro	Edgecombe
Lilly, Mary Elizabeth	Allenton Ferry	Montgomery
Lilly, Kate C	Allenton Ferry	Montgomery
Lincoln, Ethel C	Greenville	Pitt
Little, Allie G	Bethel	Pitt
Lockhart, Clare	Wadesboro	Anson
Lovelace, Daisy Euzelia	Ellenboro	Cleveland
Lovelace, May A	Wilson	Wilson
Lynch, Mabel Byard	Chapel Hill	Orange
Lyon, Mary Ethel	Raleigh	Wake
MacFadyen, Mary	Waynesville	Haywood
McBrayer, Carrie	Mooresboro	Cleveland
McBrayer, Olive	Shelby	Cleveland
McBride, Rosalie	Sugar Grove	Watauga
McCollum, Elizabeth	Summerfield	Rockingham
McConnaughey, Madge	Morganton	Burke
McCracken, Elizabeth	Fines Creek	Haywood
McCulloch, Mary Wills	Orleans	Lincoln
McGill, Gladys	Elizabethtown	Bladen
McIver, Annie Martin	Greensboro	Guilford
McKinney, Emma Harris	Reidsville	Rockingham
McKinnon, Mary Pearl	Laurinburg	Scotland
McLean, Edith	Gastonia	Gaston
McNairy, Lake	Pomona	Guilford
McPherson, Nannie	Oxford	Granville
Mann, Marianna	Barium Springs	Iredell
Martin, Hattie LaRue	Mooresboro	Cleveland
Mason, Alice	Stanley	Gaston
Massey, Jessie Edith	Durham	Durham
Matheson, Mary	Wadeville	Montgomery
Matthews, Mary Belle	Matthews	Union
Medearis, Mat	Summerfield	Guilford
Meisenheimer, Mary	Morven	Anson
Miller, Anita	Mocksville	Davie

NAME	POSTOFFICE	COUNTY
Mills, Lydia Goldston	Wadesboro	Anson
Monroe, Mary Agnes	Fayetteville	Cumberland
Morgan, Alma	Glover	Nash
Moring, Agnes	Asheboro	Randolph
Moring, Marion	Asheboro	Randolph
Morrow, Annie E.	Oaks	Orange
Morrow, Myrtle	Oaks	Orange
Morton, Josephine Boyd	Townsville	Vance
Moses, Carrie Dosser	Raleigh	Wake
Mosley, Maude	Rusk	Surry
Mundy, Jessie	Denver	Lincoln
Mundy, Stella	Denver	Lincoln
Munroe, Eleanor S.	Goldsboro	Wayne
Murphy, Mary Isabelle	Salisbury	Rowan
Murr, Elinor S.	Wadesboro	Anson
Murrow, Grace	Greensboro	Guilford
Musgrove, Annie	Weldon	Halifax
Myatt, Ella	Smithfield	Johnston
Newbold, Helen	Seaboard	Northampton
Nicholson, Frances G.	Statesville	Iredell
Nixon, Martha Louise	Little R. Academy	Cumberland
Noell, Delma H.	Roxboro	Person
O'Berry, Hattie	Dudley	Wayne
Ogburn, Bright S.	Monroe	Union
Olive, Corday Ruth	Greensboro	Guilford
Olive, Edith Mozelle	Greensboro	Guilford
Pannill, Lucy Dillard	Reidsville	Rockingham
Paris, Nemmie Garrett	Rocky Mount	Nash
Parker, Lucille	Mt. Airy	Surry
Parks, Geneva	Concord	Cabarrus
Patterson, Grace	Concord	Cabarrus
Patterson, Mary Zula	Concord	Cabarrus
Peed, Rebecca Rufus	Lyons	Durham
Peedin, Minnie Lee	Selma	Johnston
Pegram, Ella Valeria	Greensboro	Guilford
Petty, Martha Tomlinson	Archdale	Randolph
Petty, Racheal J.	Archdale	Randolph
Petway, Lucy M.	Enfield	Halifax
Pierce, Della May	Winston	Forsyth
Poindexter, Claude Zenobia	Winston	Forsyth
Pope, Mary Frances	Durham	Durham
Pope, Velna	Oxford	Granville
Porter, Willie Etta	Corapeake	Gates
Powell, Carrie	Barium Springs	Iredell
Powell, Elizabeth	Barium Springs	Iredell
Powell, Etta E.	Whitakers	Nash
Powell, Rosa L.	Blanch	Caswell
Powers, Mamie	Oriental	Pamlico
Pratt, Mary Caroline	Madison	Rockingham
Preslar, Leola	Monroe	Union

NAME	POSTOFFICE	COUNTY
Presson, Lillie	Monroe	Union
Price, Beula	Matthews	Union
Price, Carrie Thomas	Reidsville	Rockingham
Price, Mary	Waxhaw	Union
Propst, Elizabeth	Concord	Cabarrus
Quinn, Janet	Salisbury	Rowan
Rabe, Annie Davis	Salisbury	Rowan
Rainey, Josephine Smith	Hickory	Catawba
Rankin, Mary	Greensboro	Guilford
Redmond, Margaret	Tarboro	Edgecombe
Reeves, Adelle G	Mt. Airy	Surry
Register, Flora Kathleen	Clinton	Sampson
Reid, Daisy	Henrietta	Rutherford
Reid, Mary	Charlotte	Mecklenburg
Reinhardt, Edna	Reinhardt	Lincoln
Reinhardt, Louise	Reinhardt	Lincoln
Reynolds, Maude	Mt. Airy	Surry
Reynolds, Willie Maie	Hillsboro	Orange
Rhyne, Beulah	Stanley	Gaston
Rice, Lucy	Statesville	Iredell
Richardson, Della Dean	Jamestown	Guilford
Riddick, Kate Wallace	Hertford	Perquimans
Rieger, M. Elizabeth	Wilmington	Brunswick
Riggs, Mattie May	Moriah	Person
Ripple, Elizabeth E	Lexington	Davidson
Roberson, Lydie	Gold Point	Martin
Robertson, Martha Laird	Haw River	Alamance
Robinson, Eleanor	Wadesboro	Anson
Robinson, Janie B	Clinton	Sampson
Robinson, Mary	Wadesboro	Anson
Ross, Minnie Foard	Concord	Cabarrus
Rudisill, Nettie	King's Mountain	Cleveland
Rumley, Mary	Washington	Beaufort
Sallinger, E. Pearl	Sans Souci	Bertie
Sanford, Mary Louise	Mocksville	Davie
Satterwhite, Bessie May	Henderson	Vance
Savage, Brightsey	Lawrence	Edgecombe
Scarborough, Cara Mia	Greensboro	Guilford
Schell, Miriam L	Greensboro	Guilford
Scott, Ione	Graham	Alamance
Sechrest, Mamie Lee	High Point	Guilford
Sharpe, Emma Cloud	Greensboro	Guilford
Shaw, Mattie Kate	Carthage	Moore
Sheppard, Callie	Greensboro	Guilford
Sheppard, Kate	Winston	Forsyth
Sheppard, Missie	Winston	Forsyth
Shuford, Annie Lee	Newton	Catawba
Sikes, Cornie J	Greensboro	Guilford
Simpson, Della Mildred	Summerfield	Rockingham
Sloan, Clara Edith	Belmont	Gaston

NAME	POSTOFFICE	COUNTY
Smith, Amma	Anna	Alleghany
Smith, Clara Micks	Ingold	Sampson
Smith, Elisabeth Herbert	Scotland Neck	Halifax
Smith, Ethel G	Roseboro	Sampson
Smith, Folsom	Summerfield	Guilford
Smith, May	Leon	Duplin
Smith, Nannie Elizabeth	Dunn	Harnett
Smith, Nannie Hayes	Williamston	Martin
Smith, Sallie Slocumb	Dunn	Harnett
Smithson, Mary Elizabeth	Rocky Mount	Nash
Smithwick, Mattie	Woodard	Bertie
Snell, Hattie E	Scuppernong	Washington
Snipes, Dora May	Goldsboro	Wayne
Spainhour, Jessie	Lenoir	Caldwell
Spainhour, Lettie Parks	Morganton	Burke
Spainhour, Willie	Morganton	Burke
Sparger, Susan G	Mt. Airy	Surry
Speight, Agnes Granbery	Hertford	Washington
Spicer, Clara	Goldsboro	Wayne
Spruill, Alice	Oriental	Pamlico
Spruill, Bertie	Oriental	Pamlico
Stacy, Blanche	Waxhaw	Union
Stancell, Bedie	Margarettsville	Northampton
Stancell, Gee	Jackson	Northampton
Stancill, Anna Christine	Hill	Pitt
Stancill, Miriam R	Washington	Beaufort
Stansill, Lila McQueen	Rockingham	Richmond
Steedman, Mayme Yeadon	Hendersonville	Henderson
Stevens, Eliza	Goldsboro	Wayne
Stevenson, Eva K	Shawboro	Currituck
Stewart, Florence	Greensboro	Guilford
Stokes, Lizzie Brown	Windsor	Bertie
Stone, Minnie F	Rocky Mount	Nash
Stowe, Georgiana	Guilford College	Guilford
Strickland, Belle	Louisburg	Franklin
Strudwick, Mary Burwell	Greensboro	Guilford
Styers, Grace A	Greensboro	Guilford
Styers, Joy E	Greensboro	Guilford
Styron, Lelia A	New Bern	Craven
Sugg, Henrietta Moye	Old Sparta	Edgecombe
Sugg, Mattie B	Elm City	Edgecombe
Taylor, Dorris L	Valle Crucis	Watauga
Taylor, Ruth	Raleigh	Wake
Terrell, Florence Z	Louisburg	Franklin
Thacker, Laura B	Greensboro	Guilford
Thomason, Nettie M	Salisbury	Rowan
Thompson, Rosa M	Davidson	Mecklenburg
Thomson, Mable	Greensboro	Guilford
Thornton, Flora	Salisbury	Rowan
Thorpe, Mary Arrington	Rocky Mount	Nash
Tilley, Maude	Morganton	Burke

NAME	POSTOFFICE	COUNTY
Tillinghast, Myra V.	Fayetteville	Cumberland
Todd, Jennie	Jefferson	Ashe
Toler, Mary A.	Goldsboro	Wayne
Tomlinson, Grace	Wilson	Wilson
Tripp, Annie E.	Bonnerton	Beaufort
Trotter, Mabel	Charlotte	Mecklenburg
Turlington, Mamie L.	Clinton	Sampson
Turner, Bernice	Statesville	Iredell
Turner, Otta A.	Cleveland	Rowan
Turner, Pattie Mangum	Greensboro	Guilford
Vest, Annie Mary	Rural Hall	Forsyth
Waldrop, Verda May	Hendersonville	Henderson
Walker, Emily Hunt	Raleigh	Wake
Walton, Myra Katherine	Morganton	Burke
Ward, Isa V.	Ryland	Chowan
Warlick, Rebekah	Newton	Catawba
Warlick, Winnie	Newton	Catawba
Washburn, Oeland	Shelby	Cleveland
Watkins, Nancy N.	Madison	Rockingham
Weaver, Enna	Greensboro	Guilford
Weaver, Leona	Franklin	Macon
Weaver, Ruth Lee	Weaverville	Buncombe
Weedon, DeLette	Chapel Hill	Orange
Weeks, Beatrice Alexander	Stella	Carteret
Weyher, Maggie	Kinston	Lenoir
Whitaker, Lulie Wills	Enfield	Halifax
Whitaker, Susie	Enfield	Halifax
White, Bettie May	Blanche	Caswell
White, Grace	Concord	Cabarrus
White, Iola	Albright	Alamance
White, Lucy	Manson	Vance
White, Pattie Vaughn	Mebane	Alamance
White, Willie	Concord	Cabarrus
Whitsett, Mary Donnell	Greensboro	Guilford
Whitted, Isabelle Cromartie	Glengarry	Bladen
Williams, Alice	Lilesville	Anson
Williams, Ida	Rockingham	Richmond
Williams, Lucile	Kenansville	Duplin
Williams, Mary E.	Mooresville	Iredell
Williams, Mattie E.	Warsaw	Duplin
Williams, May S.	Newton	Catawba
Williams, Sue Pretlow	Warrenton	Warren
Wills, Lyle B.	Brinkleyville	Halifax
Wilson, Beall	Greensboro	Guilford
Wilson, Caroline B.	Madison	Rockingham
Wilson, Daisy	Danville	Caswell
Wilson, Mary Ethel	Weaverville	Buncombe
Wilson, Sue	Weaverville	Buncombe
Winfield, Mattie E.	Chocowinity	Beaufort
Winn, Jennie	Greensboro	Guilford

NAME	POSTOFFICE	COUNTY
Withers, Mary S.	Withers	Stokes
Withers, Anna May	Summerville	Harnett
Wright, Frances P.	Shortoff	Macon
Wright, Lila	Durham	Durham
Yokley, Mattie	Mt. Airy	Surry

MAY SCHOOL STUDENTS

NAME	POSTOFFICE	COUNTY
Albright, Grace	Burlington	Alamance
Blackburn, Bettie	Guilford College	Guilford
Brown, Minnie	Greensboro	Guilford
Coble, Nora	Greensboro	Guilford
Cox, R. C	Jamestown	Guilford
Creech, Myrtie L.	Greensboro	Guilford
Cude, H. C	Kernersville	Guilford
Dick, Minnie L.	Greensboro	Guilford
Dixon, Mamie M.	Hickory	Catawba
Donnell, Elizabeth	McLeansville	Guilford
Fentriss, Estella	Pleasant Garden	Guilford
Fentriss, Lula	Pleasant Garden	Guilford
Foust, Abigail	Julian	Guilford
Frazier, Dora	High Point	Guilford
Gladstone, R. M.	Greensboro	Guilford
Grantham, Daisy	Greensboro	Guilford
Hardin, Anna E.	Pleasant Garden	Guilford
Hardin, Joanna	Pleasant Garden	Guilford
Hardin, Lucilla	Climax	Guilford
Harding, Flora	Pomona	Guilford
Harrison, Mary Walton	Enfield	Halifax
Hendrix, Nell M.	Greensboro	Guilford
Hiatt, Sophronia	High Point	Guilford
Highfill, Tennie	Summerfield	Guilford
Hockett, Octavia E.	Climax	Guilford
Hodgin, Bessie	Greensboro	Guilford
Hodgin, Clara	Greensboro	Guilford
Hodson, Ila	High Point	Guilford
Joyner, Mary Lee	Greensboro	Guilford
Kirkman, Lelia B.	Pleasant Garden	Guilford
Land, Bettie Aiken	Greensboro	Guilford
Lane, Sudie Alma	Franklinton	Franklin
Latta, Lola A	Durham	Durham
Lemons, Augusta	Reidsville	Rockingham
Lemons, Queen	Reidsville	Rockingham
Leonard, Amanda	Guilford College	Guilford
Lowe, Nannie M.	High Point	Guilford

NAME	POSTOFFICE	COUNTY
McCulloch, Ida	Greensboro	Guilford
McKaughan, Sallie	Guilford College	Guilford
McMasters, Myrtle	Greensboro	Guilford
Marshall, Huldah	White Plains	Surry
Medearis, Pernelia	Stokesdale	Guilford
Mendenhall, Dovie	Liberty	Guilford
Mendenhall, Etta	Greensboro	Guilford
Osborne, Jennie	Rudd	Guilford
Otwell, Myrtle	Greensboro	Guilford
Pearce, Anna	Siler City	Chatham
Pearce, Mamie	Siler City	Chatham
Phipps, B. Emma	Fern	Guilford
Renn, Maggie	Guilford College	Guilford
Robertson, Mary Florine	Burlington	Alamance
Sellers, Mrs. T. N	Brown Summit	Guilford
Sharpe, Elverta	Greensboro	Guilford
Shepard, Bertine	Liberty	Guilford
Sikes, Alma	Greensboro	Guilford
Smith, Lula	Liberty	Guilford
Stack, Daisy	Colfax	Guilford
Stover, Virginia A	Pleasant Garden	Guilford
Stowe, Xannie	Guilford College	Guilford
Stratford, Iola Jane	Greensboro	Guilford
Swift, Rose	Greensboro	Guilford
Thom, Leola	Greensboro	Guilford
Turner, Marie	Greensboro	Guilford
Wetmore, Annie	Greensboro	Guilford
Wheeler, Ada	High Point	Guilford
Willson, Clara	Summerfield	Guilford

TRAINING SCHOOL PUPILS

GIRLS

Andrews, Ada
Andrews, Helen
Angel, Jaine
Alred, Minnie
Averitt, Elizabeth
Averitt, Minnie
Bilbro, Mary
Blanchard, Leone
Boyles, Hallie
Boyles, Thelma
Brockmann, Grace
Brockmann, Lottie
Brown, Evangeline
Byers, Kathleen
Calder, Flossie
Calder, Mary
Callahan, Irene
Callahan, Mabel
Carden, Ruby
Childs, Mary
Clarida, Lillian
Cooke, Gertrude
Coltrane, Kelsie
Cox, Fannie
Crawford, Kathleen
Crowell, May
Cutts, Willie
Davis, Lennie
Dean, Ruth
DeWitt, Florence
Dixon, Kate
Dixon, May
Dorsett, Esther
England, Lavinia
England, Virginia
Ellington, Jessie
Elliot, Grace
Ferrell, Cordelia
Fonville, Ruth
Fountain, Eva
Foust, Mary
Fowlkes, Blanche
Freeman, Ersell
Freeman, Mamie
Gathin, Margaret
Glenn, Mamie
Glenn, Pearl
Grantham, Donna
Hampton, Ruth
Harrison, Ruth
Hawkins, Estelle
Hawkins, Mabel
Haller, Edith
Herring, Rachel
Herndon, Suwanee
Herndon, Minnie
Hiatt, Grace
Hiatt, Mary
Hiatt, Ethel
Hobbs, Edith
Hobbs, May
Hobbs, Mina
Hodgin, Waldeen
Holland, Lola May
Holton, Lillie
Hubner, Teresa
Hunt, Louise
Hunt, Pearl
Hunt, Kate
Hunt, Lola
Hutton, Mabel
Jackson, Margaret
Jones, Alma
Jones, Elsie
Jones, Flossie
Jones, Florrie
Jones, Lillian
Jones, Mary
Jones, Grace
Jones, Jessie
Kelly, Mary
Kersh, Bessie
Kernodle, Ruth
Kirkman, Myrtle
Knight, Jessie
Lemons, Elsie
Leonard, Eunice
Litaker, Ruth
Malcolm, Maude
Malloy, Eugenia
Manning, Hallie
Manning, Beatrix
Manning, Hazel
McCauley, Eva
Medearis, Lula
Medearis, Viola
Melvin, Lizzie May
Mesley, Maude

Miles, Ida
Miles, Lula
Moose, Grace
Moose, Willie
Monroe, Magdalene
Monroe, Sarah
Montgomery, Lucy
Moore, Eliza
Moore, Mary
Moore, Snowdie
Neal, Mary
Newman, Jessie
North, Nancy
North, Pauline
Olmstead, Eula
Parker, Martha
Patterson, Mary
Paylor, Ivy
Paylor, Vivian
Pearce, Eunice
Philipps, Callie
Pickett, Cora
Platt, Bertha
Platt, Myrtie
Pleasants, Odelia
Poole, Alice
Powell, Nellie
Pugh, Jessie
Rackley, Eloise
Robinson, Lola
Ross, Nellie
Sanders, Mary
Sanders, Thelma
Sapp, Eula
Sapp, Irene
Seay, Lizzie
Sharpe, Evelyn
Sharpe, Emma
Sharpe, Iola
Sharpe, Lucile
Sheppard, Violet
Sides, Elizabeth
Spivey, Rennie
Starback, Mabel
St. Sing, Marion
Steed, Willie
Stiles, Ruth
Stratford, Annie
Sullivan, Ethel
Sullivan, Hattie
Sullivan, Mary
Teague, Inez
Thomas, Ivy
Thomson, Elizabeth
Thomson, Louise
Thomson, Jennie
Trogdon, Linda
Tunstall, Madeline
Tunstall, Virginia
Ward, Mary
Waynick, Maggie
Waynick, Bertie
Waynick, Doyle
Waynick, Clara
Waynick, Mollie
Waynick, Nina
Waynick, Wallace
Weiss, Anna
Welker, Amanda
Welker, Mattie
White, Annie
Whiteheart, Kate
Whiteheart, Mattie
Wilkinson, Flossie
Wilkerson, Katie
Wilkerson, Nina
Wils, Anna
Wilson, Beatrice
Yates, Carrie

BOYS

Albright, Lonnie
Andrews, Victor
Andrews, Edgar
Angel, Clarence
Angel, Malcolm
Averitt, Bonner
Battle, Richard
Battle, Royall
Battle, William
Bandy, Edgar
Bilbro, Walter
Blanchard, Frazier
Bowman, Cedric
Bowman, Charles
Bowman, Claude
Bowden, Platt

Boyst, Oscar
Boyst, William
Brockmann, Max
Burgess, Vinson
Butler, Irvin
Byers, Norvell
Byers, William
Cain, Pal
Calder, Walter
Clapp, Miller
Clarida, John
Cobb, Charles
Cobb, Forest
Cobb, Harold
Coble, Edwards
Cooke, Horace
Crawley, Howard
Crawley, Willie
Crawford, Jennings
Davis, Raymond
Dean, Walter
DeWitt, Earle
DeWitt, Lester
Dixon, Hugh
Dixon, Lemuel
Dixon, Lyman
Dixon, Paul
Elam, Harry
Fields, Milton
Fine, Horace
Foutz, Fred
Foutz, Leroy
Fowlkes, Robert Franklin
Foust, Henry
Freeman, Onie
Gates, Joseph
Hampton, James
Hampton, Littlejohn
Hawkins, Warren
Holder, Sherwood
Holland, Clennie
Holland, Curtis
Holton, Fred
Holton, Harry
Holland, Otis
Hopkins, Hal
Hopkins, Herndon
Huffman, Carl
Huffman, Wade
Hunt, Charles
Husband, Charlie
Inman, Gorrell
Inman, Joe
Jennings, Blair
Jennings, Earl
Jennings, Jasper
Jennings, Robert
Johnson, Edgar
Kelly, Monroe
Kernodle, Howard
Kimbro, Richard
Kimbro, Sam
King, Orum
Kirkman, Bernard
Kirkman, Herman
Konor, Odell
Lamb, Bynum
Lamb, Paul
Leonard, Joe
Mabry, Edward
Malloy, Alexander
Malloy, Howard
Malloy, Thomas
Manning, Roy
Manning, Willie
McCauley, John
Mesley, John
Mesley, Robert
Miles, George
Moore, Thaddeus
Mulligan, Albert
Noland, Albert
North, Albert
North, Thomas
Patterson, Charley
Patterson, Ralph
Paylor, Homer
Peddicord, John
Pleasants, Arthur
Pugh, John
Rackley, Gaston
Robinson, Carl
Robinson, Loyd
Ross, Rom
Seay, Edward
Shaw, Ralph
Shaw, Philip
Sheppard, Boyd
Short, Hilliard
Spivey, Jacob
Spivey, Joe
Starbuck, Bayard
Starbuck, Nelson
Stedman, Clarence

Stiles, Paul
Sullivan, Willie
Tate, Herman
Tate, Rufus
Teachy, James
Thomas, Allison
Thomson, Charley
Thomson, Grady
Thomson, Irey
Tomlinson, George
Trogdon, Douglas
Trogdon, James
Troxler, Donnie
Troxler, Lonnie
Troxler, William
Tunstall, Fitzhugh
Tunstall, Jack
Tyson, George
Vestal, Isham
Watson, John
Watson, Odell
Watson, Willie
Waynick, Bernard
Waynick, Clyde
Waynick, Donnell
Waynick, Roy
Weaver, John
Weisner, Clifton
Weisner, Hall
Welker, Sam
White, Spurgeon
Wilkerson, Dewey
Wilkerson, Henry
Yates, Fuller
Young, Irving

TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of regular students in College	553
Number of pupils in Practice and Observation School	332
Number of Students in May School	66
Total number taught	951

SUMMARY

BY COUNTIES OF NORTH CAROLINA

Alamance	10	Johnston	6
Alexander	1	Jones	1
Alleghany	1	Lenoir	8
Anson	11	Lincoln	5
Ashe	2	Macon	6
Beaufort	7	Martin	7
Bertie	4	Mecklenburg	11
Bladen	2	Montgomery	8
Brunswick	1	Moore	8
Buncombe	4	Nash	8
Burke	9	New Hanover	2
Cabarrus	11	Northampton	5
Caldwell	2	Onslow	2
Carteret	2	Orange	9
Caswell	7	Pamlico	8
Catawba	9	Pasquotank	1
Chatham	4	Pender	2
Chowan	2	Perquimans	1
Cleveland	10	Person	5
Columbus	2	Pitt	8
Craven	3	Randolph	7
Cumberland	8	Richmond	2
Currituck	1	Robeson	5
Davidson	7	Rockingham	17
Davie	7	Rowan	14
Duplin	7	Rutherford	1
Durham	7	Sampson	7
Edgecombe	13	Scotland	5
Forsyth	11	Stanly	2
Franklin	5	Stokes	1
Gaston	9	Surry	9
Gates	1	Transylvania	3
Granville	4	Union	14
Greene	4	Vance	8
Guilford	77	Wake	12
Halifax	12	Warren	5
Harnett	6	Washington	2
Haywood	2	Watauga	2
Henderson	4	Wayne	13
Hertford	2	Wilkes	1
Hyde	3	Wilson	4
Iredell	11		

SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage, and its wide range as to locality, class, and previous educational opportunity:

Number of students	553
Average age of students	19
Number of counties represented	83
Number of States represented	2
Number of graduates of other institutions for women	7
Number who have taught	88
Number who are defraying their own expenses	164
Number whose fathers are not living	117
Number whose fathers are farmers	211
Number whose fathers are merchants	43
Number whose fathers are clergymen	4
Number whose fathers are physicians	16
Number whose fathers are druggists	2
Number whose fathers are teachers	9
Number whose fathers are lawyers	19
Number whose fathers are lumber dealers	5
Number whose fathers are drummers	6
Number whose fathers are manufacturers	23
Number whose fathers are mechanics	10
Number whose fathers are railroad employees	9
Number whose fathers are real estate agents	4
Number whose fathers are clerks	3
Number whose fathers are insurance agents	6
Number whose fathers are florists	1
Number whose fathers are undertakers	3
Number whose fathers are hotel keepers	4
Number whose fathers are contractors	1
Number whose fathers are editors	3
Number whose fathers are bookkeepers	7
Number whose fathers are liverymen	2
Number whose fathers are government officials	11
Number whose fathers are bankers	3
Number whose fathers are engaged in miscellaneous business	6
Number whose fathers have retired from business	11
Number educated partially or entirely in public schools,	500
Number who, according to their own statement, would not have attended any North Carolina college, if they had not become students of the State Normal and Industrial College	366

THESE FIGURES SHOW:

1. That over one-fourth of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.
2. That 366 students, nearly 70 per cent., would have attended no other North Carolina college if they had not become students of the State Normal and Industrial College.
3. That 500 students, or more than 90 per cent., received their preparation partially or entirely in the public schools.

STANDING COMMITTEES OF THE FACULTY

The President is *ex-officio* a member of all Committees.

ON THE CURRICULUM

Mr. Foust, Miss Mendenhall, Miss Boddie, Miss Petty, Mr. Smith

ON SUBSTITUTIONS AND PETITIONS

Miss Coit, Miss Hackney, Miss Petty

ON CATALOGUE AND PUBLICATIONS

Mr. Smith, Miss Boddie, Mr. Forney

ON SCHEDULE OF RECITATIONS AND EXAMINATIONS

Miss Mendenhall, Miss Petty, Miss Boddie, Miss Bryant

ON THE LIBRARY

Miss Annie Petty, Mr. Smith

ON GROUNDS AND BUILDINGS

Mr. Hammel, Miss Coit, Miss Fort

ON ENTERTAINMENTS

Mr. Brown, Mrs. Sharpe, Miss Brockmann, Mr. Brockmann

ON CLASSIFICATION

SENIORS: Miss Boddie, Miss Coit
JUNIORS: Miss Fort, Miss Dameron
SOPHOMORES: Miss Petty, Miss Lee, Miss Morrow
FRESHMEN: Miss Mendenhall, Miss Bond, Miss Jamison, Mrs. Sharpe
IRREGULARS: Chairmen of the other Committees on Classification

Department of Manual Arts

The importance of teaching the Manual Arts is fully recognized in educational circles. No plea is needed for its introduction into all schools, but the majority of teachers, because of their lack of training, have not been able to make it a part of their school work.

The Manual Arts Department of the State Normal and Industrial College was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves as instructors in the manual arts.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

The following is a general outline of the training courses offered for the preparation of Manual Training and Domestic Science teachers.

MANUAL TRAINING COURSE

ELEMENTARY SCHOOL COURSE

I. Hand Work for the Primary Grades.—This work includes clay modeling, basketry, cordwork, weaving, drawing, and construction in paper, cardboard, wood, and bent iron.....Miss Raines.

Practical work by pupils and discussions of processes and methods of teaching.

II. Wood-working for Intermediate and Grammar Grades.—Knife work; use of bench tools; study of materials and methods of construction, Mr. Hammel.

The Sloyd system of wood-working will be the basis of this work. Such work in joinery will be given as time will permit.

III. Drawing.—Free-hand drawing; mechanical drawing; elements of projection as applied to working drawings.....Mr. Hammel.

IV. Wood Carving.....Miss Fort.

V. Professional Work.—Psychology, and theory and practice of teaching manual training.

(a) Principles of, and their application to the teaching of manual training.

(b) Organization and management of manual training classes in public schools.

(c) History and literature of manual training (Lectures and assigned readings).

(d) Place of manual training in education; relation to social life; relation to curriculum; development of lesson plan; study of practical conditions.

(e) Observation of teaching and practice teaching throughout the second year,
Miss Raines, Mr. Foust, and Mr. Hammel.

VI. Organization of Manual Training.—Discussion, essays, investigations.....Mr. Hammel.

VII. Round Table Discussions of the Problems in the Theory and Practice of Manual Training,
Miss Raines, Mr. Foust, and Mr. Hammel.

ELECTIVES

Electives in (1) Science, (2) Mathematics, (3) English, (4) Physical Training, and professional reviews of common school branches will be taken, the equivalent of one period daily throughout the course.

In selection of electives, students will be expected to advise with the director of the Manual Arts School.

Students who desire may substitute Group II of the Domestic Science Course for an equivalent number of periods of work, to be selected from the above group of electives, with the advice and consent of the Director of the department.

TIME LIMIT

The Manual Training Course is planned with the idea that 1500 periods of work in shop, class-room, and laboratory are necessary for the proper completion of the work in the course.

CERTIFICATES

A certificate is granted to students who complete the course, and pass all required examinations.

DOMESTIC SCIENCE AND ART COURSES

ELEMENTARY AND SECONDARY SCHOOL COURSES

I. Food Materials and Foods.—

(a) Selection and care of materials; lectures; laboratory work; essays; collateral readings.
(b) Preparation of foods; plain, invalid, and fancy cooking.
(c) Food values; food adulteration.
(d) Serving of foods, and care of dining-room and kitchen utensils....Miss Jamison and Miss Petty.
Practical work in laboratory, kitchen, and dining-room, accompanied by discussions to develop reasons for purposes employed.

II. Textile Fabrics for Wearing Apparel and Decorative Purposes.

(a) Selection of materials with reference to cost, utility, and effectiveness for purposes designed.
(b) Preparation and assembling of material in the completed article.
This work involves instruction and practice in
(1) Sewing.....Miss Waters.
(2) Dressmaking.....Miss Waters.
(3) Household Art.....Miss Raines.
(4) A study of and practice in determining the quality of textile fabrics, harmony of design, color, and material in costumes, and for decorative house furnishings,
Miss Waters and Miss Raines.

III. Household Economy and Management.

(a) Furnishing and care of a house.....Miss Raines.
(b) House sanitation..Resident Physician and Nurse.
(c) Emergencies and home nursing,
Resident Physician and Nurse.
(d) Economy in marketing and in household management.....Miss Jamison.
(e) Household accounts.....Mr. Forney.
Practice work by students; lectures and demonstrations by teachers; selected readings.

IV. Business Customs and Accounts.....Mr. Forney.

V. Science—

(a) Chemistry.....Miss Petty.
(b) Biology.....Miss Bryant.
(c) Physics.....Mr. Hammel.
(d) Physiology and Hygiene,
Resident Physician and Nurse.

The work in science will be carried on with a view to its value to the student in the study of food materials and food. For the student who has had no work in chemistry, such a course will be necessary as is required in order that she may be able to understand the chemistry of foods.

In Biology the work will be devoted largely to the consideration of food plants and bacteria. In Physics, energy and heat will be considered. In Physiology and Hygiene, such portions will be emphasized as correlate with the work on foods, dress, and household economy and management.

VI. Professional Work.—

(a) Psychology and Pedagogy; principles of, and their application to the teaching of Domestic Science.

(b) History and Literature of Domestic Science in its development as a part of the common school course (Lectures and assigned readings).

(c) Organization and management of Domestic Science in the public schools.

(d) Practice teaching, conferences, and practice work.....Miss Jamison and Mr. Foust.

VII. Drawing.—Free-hand.....Mr. Hammel.
English.—Composition and Literary Readings, Miss Lewis.

Electives—

(a) Physical Training.....Mrs. Sharpe.
(b) Drawing (color and design).....Miss Raines.
(c) Mechanical Drawing.....Mr. Hammel.
(d) Handwork for primary grades; Manual Training Course for Elementary Schools, Miss Raines and Mr. Hammel.

ELEMENTARY SCHOOL COURSE

DOMESTIC SCIENCE

Students wishing to prepare themselves to teach in elementary schools only, may take the preceding course, except that they will substitute hand work for primary grades of the Manual Training Course for Elementary Schools, for such work in Groups II, III, and IV as may be determined by the Director of the Department of Manual Arts.

TIME LIMITS

The courses in Domestic Science are planned with the idea that 1500 periods of work in the class-room and laboratory are necessary for the proper completion of the work in each course.

CREDITS

Credits will be given to students who show by examination their proficiency in any part of the work in the preceding courses.

MODIFICATION OF COURSES

The outlines of the courses here given are subject to such modifications as experience may show to be desirable, with out reducing the total time required.

QUALIFICATIONS FOR ADMISSION

Completion of the course of study outlined in the college catalogue through Junior year, or an equivalent, will admit students to the special department of Manual Arts. Students will not be required to remain a day longer than is necessary to properly complete a course for graduation, and will not be graduated under any circumstances without completing a course in a satisfactory manner.

FEES

The tuition fee in each course will be $80.00 a year for non-residents of the State and $60.00 for residents of the State. One-half payable at the opening of college, and the remainder at the middle of the year.

EXPENSES

All students who board and room in the college pay:

Entrance fees	$28.00
Tuition Fee	80.00
Board	79.00
Laundry	18.00
Total	$205.00

(See page 47.)

For students who board in private families the expenses will be about $10.00 more a year.

TIME OF OPENING

The College will open September 21, 1905. The college year is divided into two terms of equal length; the second beginning January 29, 1906.

OPPORTUNITIES FOR PRACTICE TEACHING

Students in both courses will be given opportunities for observation and practice teaching in the College Training School for Teachers.

At the present time most people who can be secured to teach Manual Training and Domestic Science have no professional training fitting them for their work, and no opportunity for practice work. The advantage of a training school offering these opportunities must be obvious to all.

AIMS OF THE DEPARTMENT

In the administration of these courses it will be the aim to prepare teachers, who will be competent to organize work

in the different fields for which they have been prepared, in connection with existing public school systems. While the students taking these courses will have the benefit of a far better equipment than can be provided in most systems of schools, they will be trained with reference to the development of power and skill in organizing and carrying on work under such conditions as to equipment as can be supplied in any village or city school system. The professional side of the work, that of training to teach others, will be made a prominent feature throughout the course.

Appendix

The following courses are those hitherto offered and are inserted here merely for the information and guidance of former students officially recognized as members of the Freshman, Sophomore, Junior, and Senior classes. Such students will be permitted to complete their work in accordance with the conditions under which they registered, but no new students and no former students unable to enter regular Sophomore work in one of the courses may register for these courses.

COURSES LEADING TO DIPLOMA

Subject to the conditions noted above, the completion of any one of the following courses of study entitles the student to the diploma of the College.

COURSE I.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Algebra 4	Geometry 4	Trigonometry.... 2	English..... 3
English..... 4	English..... 3	History 2	Latin..... }
Latin..... }	Latin..... }	English..... 3	French or } 3
French or } 5	French or } 4	Latin, French .. }	German..... }
German..... }	German..... }	or } 4	Manual Training..... 2
Physical Geography and } 3	Chemistry..... 4	German..... }	Pedagogics with practice 7
Botany..... }	General History.. 2	Physics or }	Geology..... }
English History... 2	Reading..... 1	Architectural } 4	Mathematics. }
Drawing..... 2	Vocal Music.... 1	Drawing ..... }	Architectural Drawing or } 4
Vocal Music..... 2	Drawing..... 2	Psychology..... 3	Physiology 3 }
Physical Culture and Hygiene.. } 1	Physical Culture 1	Civics..... }	Elocution..... 1
Manual Training. 1	Manual Training 2	Elocution..... } 3	Zoology 4
		Music ..... }	
		Manual Training 2	

COURSE II.

Allowing special attention to the Department of Domestic Science.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Algebra..... 4	Geometry 4	Psychology..... 3	Pedagogics with practice. 7
English..... 4	English..... 3	English..... 3	English..... 3
Latin, French or German..... 5	Latin, French or German..... 4	Latin, French or German 4	Latin, French or German..... 3
Physical Geography and Botany 3	Chemistry..... 4	Physics..... 4	Physiology.... 3
English History... 2	Reading..... 1	Civics..... 3	Elocution..... 1
Drawing..... 2	General History . 2	Elocution... 2 } 2½	Manual Training..... 2
Vocal Music 2	Sewing 2	Cutting and Fitting.... 3 } 3½	Dressmaking 4
Physical Culture and Hygiene.. 1	Physical Culture 1	Cooking ... 4	Household Economics. 2 } 4
Manual Training. 1	Vocal Music.... 1	Manual Training 2	
	Manual Training 2		

COURSE IV.

Allowing special attention to the languages. Two languages are required in this course. Four years of Latin and three of a modern language, or four years of French or German and three years of Spanish, French or German.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Algebra,..... 4	Geometry 4	English..... 3	English..... 3
English..... 4	English..... 3	Civics.....3 and Elocution....2 } 2½	Latin, French or German.. 3
English History... 2	General History.. 2	Latin, French or German..... 4	Elocution..... 1
Latin, French or German..... 5	Latin, French or German..... 4	Physics..... 4	Physiology..3
Physical Geography and Botany..... 3	Chemistry..... 4	French..... German or Spanish 4	Geology or Zoology.....4
Drawing..... 2	French..... German or Spanish 5	Psychology..... 3	French..... German or... Spanish 4
Vocal Music 2	Manual Training 2	Physical Culture 1	Pedagogics, with practice 7
Physical Culture and Hygiene.. 1		Manual Training 2	Manual Training..... 2
Manual Training. 1			

SPECIAL MUSIC COURSE.

Allowing special attention to instrumental or vocal music. This Course, like the regular courses, leads to the diploma of the College, but the same extra charges for music will be made as advertised elsewhere in this catalogue under "Instrumental Music" and Special Course in Vocal Music.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Music..... 5	Music..... 7	Music..... 9	Music..... 9
English..... 4	English..... 3	English..... 3	English..... 3
History 2	History..... 2	Civics..... Elocution..... Vocal Music... 3	Language..... 3
Language..... 5	Language..... 4	Language..... 4	Elocution..... 1
Algebra..... 4	Geometry 4	Chemistry..... 4	Pedagogy..... 7
Vocal Music..... 2	Vocal Music.... 1	or	or
Physical Culture and Hygiene..... 2	Physical Culture 2	Pedagogy.....3 and Drawing.....2 } 5	Physics.....4 and Physiology..3 } 7

REGULATIONS.

Twenty-four periods a week is the maximum number of periods allowed any student. and there can be no substitution for Physical Culture. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of a conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Students receiving a failure on any subject at the mid-year examinations are required to either drop into a lower class in that subject, or to discontinue the study of it for that year. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

COURSES LEADING TO DEGREES

These courses are to be discontinued as soon as practicable. The heads of the departments concerned reserve the right to decline to offer instruction in a subject for which there are fewer than three applicants.

The College prescribes two courses of study of five years each, leading respectively to the degrees of Bachelor of Arts (A. B.) and Bachelor of Science (B. S.)

REQUIREMENTS

1. The candidate for a degree must have completed the work of Course I or Course IV. *(See Courses Leading to Diploma.)*

2. She must have averaged as much as grade 3, 80-90 per cent., in her Junior and Senior years. If she has taken only the Senior year at this College, her average must not be less than 3 for that year.

3. In addition to the work of Course I or IV the candidate shall complete one year of advanced work in residence. This year of advanced work shall include 18 hours a week of prescribed study, with two major subjects of six hours each and two minor subjects of three hours each.

4. No course included in the first four years of undergraduate work may be taken in the fifth year as work counting toward a degree:

The courses prescribed are:

I. BACHELOR OF ARTS

Four years of work as prescribed by the College in Course I or IV, and a fifth year of residence study as follows:

Latin	6.
Mathematics or	6.
Modern Language or	
Pedagogy	
History	3.
English	3.

II. BACHELOR OF SCIENCE

Four years of work as prescribed by the College in Course I or IV, and a fifth year of residence study as follows:

Science	6.
Mathematics or	6.
Modern Language or	
Pedagogy	
History	3.
English	3.

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